


1994

Utilization of academic support programs by African students

Robson Mushambi
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Utilization of academic support programs by African students

Mushambi, Robson, Ph.D.

Iowa State University, 1994

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Ann Arbor, MI 48106**

**Utilization of academic support programs
by African students**

by

Robson Mushambi

**A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY**

**Department: Professional Studies in Education
Major: Education (Adult and Extension Education)**

~~Approved:~~

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For the Graduate College

**Iowa State University
Ames, Iowa**

1994

DEDICATION

This dissertation is dedicated to my father, the late Luke Nduna Hunda Jena Mushambi. He passed away on July 6, 1992. He could not live long enough to witness my educational efforts come to fruition. During the course of my studies, I came to realize how special and important parents are.

Your parents are the only parents one will ever have.

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CHAPTER ONE. INTRODUCTION

Background of the Study

In recent years many Third World countries have experienced revolution, governmental reorganization, industrialization, and changing social needs. As a result, the need for higher education has become of paramount importance if necessary or desired changes are to continue. Unfortunately, higher education within these countries has not kept up with the rate of change, forcing governments and individuals to look to more highly developed countries for the type of education that they need to develop expertise and leadership. Consequently, many of their students are sent abroad to study, hopefully to bring back with them the benefits of education which will help to continue the development of their home countries.

Recently American colleges and universities have become a favored locale for foreign students due to the number of recent technological advancements and the willingness of the U.S. government and universities to provide them with entry visas to further their education.

When foreign students come to the United States for higher education, they are faced with a variety of study problems that involve the skills they need for successful studying (Yorkey, 1970). In a paper presented at the American University of Beirut, Lebanon (1969), entitled "A Study Skills Course for Foreign College Students," Yorkey stated that:

The educational programs from which many foreign students come can be generally, though with obvious oversimplification, characterized as administratively authoritarian, academically traditional, and examination-oriented. The curricula, textbooks, and course syllabi are more or less rigorously prescribed. Those who continue into college are the survivors of a filtering process that eliminates students at two or three, and in some cases four, points during the educational ladder. Although it is a survival-of-the-fittest system, the fittest are not necessarily those who have learned to think, or to analyze, relate, evaluate, or interpret information for themselves. They have survived by the force of rote

memory, by agreeing with the teachers, and by regurgitating facts on government exams. This does not at all mean that they are unintelligent or incapable students. They represent the top 5 or 10 percent of their age group. But it does mean that they will face serious problems of adjustment to the educational aims and practices in the United States (Yorkey, 1970, p. 143-144).

Rhoden (1991) succinctly portrays the problems of a foreign student in her following statements.

When I started college I was somewhat focused, but no one told me that my campus would be large and impersonal and that my professors would not "spoon feed" me. With only four classes per day I had many hours to spare. There were no chores to do around the house and so there was a new sense of freedom. I had to decide how to utilize this time: should I study, "hangout", or listen to music (Rhoden, 1991, p. 39)?

I came to the conclusion early that much of my learning would take place outside of the classroom and that I would have to help myself and sometimes others to take advantage of the many resources that were available to all students. These were academic support services that would enhance learning (Rhoden, 1991, p. 39).

Rhoden now works as a college administrator and often hears students say that they did not know that support programs were available to them until it was too late. "Too late" here meaning that they learned of the service after an academic action had been taken against them or after they had completely failed a course" (Rhoden, 1991, p. 39).

Statement of the Problem

An increase in interest concerning the problems of transition experienced by African students in American colleges and universities has occurred in the past two decades (Adelegan and Parks, 1985). This interest has led to the identification and documentation of the difficulties experienced by these students: (a) academic problems, including program relevance, academic

performance, and familiarity with the American educational system (Arubayi, 1981); (b) interpersonal problems, including relationships with the opposite sex (Arubayi, 1981), antagonism from Black Americans (Arubayi, 1981), discrimination (Arubayi, 1981; Hossain, 1982; Pruitt, 1978), and communication (Arubayi, 1981; Hossain, 1982; Pruitt, 1978); (c) financial problems, including transfer of funds, living costs, and restrictions on employment (Arubayi, 1981; Hossain, 1982; (d) psychological problems, including homesickness (Pruitt, 1978), separation from family and friends (Hossain, 1982), depression, irritability, tiredness (Pruitt, 1978), and alcohol consumption (Oshodin, 1982); (e) food problems (Hossain, 1982), including preparation and consumption of American foods and the procurement of familiar foods and ingredients for preparation of traditional meals of the home country; and (f) climatic problems (Hossain, 1982; Pruitt, 1978) including both systemic bodily adjustments and the selection and purchase of appropriate clothing (Adelegan and Parks, 1985).

Friedlander (1980, p. 24) contends that at most colleges and universities in the U.S. there are specially staffed comprehensive academic support programs and services to provide assistance to all students regardless where they come from. "However, there is an absence of information about the extent which students take advantage of the services provided, or on the use of academic support programs," he said.

Although the problems experienced by African students when they enroll at American colleges and universities are well documented, there is no information available on their utilization of academic support programs.

Since organized academic support programs typically do not exist on university campuses in most African countries, it is possible that many of the African students do not utilize them when they enroll at American universities (Kajornsin, 1979).

Iowa State University is a large university, and it is possible that many of its African students do not utilize the academic support programs offered on campus. A survey study of enrolled undergraduate and graduate African students to investigate the utilization of academic support programs can reveal this thesis.

As a result of this major problem, the researcher generated two subproblems. The two subproblems were:

- (1) To investigate the utilization of selected academic support programs as rated by African students based upon the respondent's variables of country in Africa, gender, age, marital status, length of stay in the United States, length of stay at I.S.U., English as an official language in home country, other languages spoken in home country, Test of English as a Foreign Language, TOEFL score, sponsoring agency, studied English in an intensive language program in another country (other than the U.S. and home country), studied English in an intensive language program at I.S.U. or at another institution in the U.S., attended college or university outside home country, obtained a bachelors degree at a college or university in the U.S., degree now pursuing, and major department.
- (2) To investigate the utilization of selected academic support programs as rated by African students according to the respondent's problems or needs, motivation (what or who motivated them?), academic support programs, participation or non-participation, barriers that might have attributed to not participate, and satisfaction with academic support programs.

Importance of the Study

Education has not been a pleasant journey or experience for most African students because of the unanticipated academic pressures. The majority of the students in this study were supported by their governments, and government expectations to succeed seemed to be an important factor to perform well. In

a study conducted by Heikinheimo and Shute (1986) they found African students to have experienced pressure to perform so as not to disappoint their families.

However, the importance of this study was:

- (1) Information gathered in this study would be most helpful to African students in assisting them to be aware of and encouraging them to take advantage of a variety of academic support programs offered on college campuses in order to enhance their learning.
- (2) The information gathered in this study could assist African students to seek help or assistance before it is too late, i.e., before an academic action is taken or before completely failing a course.
- (3) This study would assist African students to prepare for academic demands in order to avoid academic failure when enrolled in American colleges and universities.
- (4) This study will add to the growing body of knowledge and theory about students' utilization of academic support programs.
- (5) This has been the first study that has focused specifically on the utilization of academic support programs.
- (6) The study will also provide valuable information to institutions of higher education to improve the quality of their academic support programs.

Objectives of the Study

The main objective of this study was to investigate, in general, the utilization of academic support programs by African students attending Iowa State University. From this survey study, conclusions will be drawn and recommendations made regarding the utilization of academic support programs by African students.

This study will also add to the growing body of knowledge and theory regarding African students' utilization of academic support programs.

Information obtained from this survey study will be disseminated to relevant agencies, African governments, institutions of higher education, and to professionals by publishing the findings.

Definition of Terms

For the purpose of clarity, terms and concepts utilized in this study were defined as follows:

Academic Support Program - refers to a program which assists students, individually or in groups, to take full advantage of the opportunities offered in the academic community such as tutoring, study skills, Intensive English Language Program, use of the library, time management, special credit or non-credit course, academic learning laboratory, special seminar, and conversational English.

Foreign/International Student - any student who is enrolled in an American institution of higher education but who is not a permanent resident nor a citizen of the United States.

Orientation Program - refers to a process of assisting a student in becoming aware of the different components in a college or university environment such as policies, rules, and regulations governing the institution; physical environment; registration; admissions; student government association; and educational opportunities for the purpose of facilitating student adaptation to a new environment.

Participation - for the purpose of this study, participation was defined as being an act of: utilizing an academic support program, or making use of information, knowledge or skill.

Awareness - for the purpose of this study, awareness was defined as: the extent to which students knew about the availability of academic support programs on campus.

Test of English as a Foreign Language (TOEFL) - is the most widely used measure to determine the extent to which international students have developed the English language skills necessary for successful college-level study in the United States and Canada.

Study Skills - Literally mean skills that enable students to study and thereby to learn. The purpose of effective study skills is to learn or to obtain information.

Problems/Needs - in this study the term problems/needs was used to refer to necessity, lack of or a proposition to be worked out (Morehead and Morehead, 1981, p. 355, 420).

Assumptions of the Study

This study was based on the following basic assumptions:

1. The African students chosen for this study will be willing to be interviewed.
2. African students will be able to identify academic support programs they have utilized at I.S.U.
3. African students who participated in the academic support programs will respond openly, honestly and accurately.
4. The list of international students obtained from the Office of the International Educational Services will be comprehensive and complete.

Delimitations of the Study

The study was limited because of the following:

1. The study was limited to African students enrolled at Iowa State University, Ames, Iowa.
 2. The subjects used for this study were limited to a small population of undergraduate and graduate students enrolled at I.S.U.
-

3. The population of students used in the study was not representative of all the countries in Africa.
 4. Participation for this study was secured on a voluntary basis and solely depended upon the participant's interest and willingness to answer the survey instrument.
 5. The instrument was developed by the investigator and, therefore, the instrument was limited by its length and the number of questions that the subjects had to answer. Thus, the limitations regarding the subjects in responding to the questionnaire and the collection of the data included the following: (a) unintended ambiguity of items, (b) interpretation of items by subjects, and (c) honesty to responses by subjects was accepted at face value of responses.
 6. The instrument was also limited because of the choice of the academic support programs selected for the study. It was not possible to include all services and programs termed as academic in nature in this study.
 7. The sample of 75 African students, i.e., 56% of the population was used for this study.
 8. The literature review used for this study was limited because previous research studies focused only on the adjustment problems faced by foreign students when they enroll in colleges and universities in North America. This study will focus on the use of academic support programs as opposed to focussing on adjustment problems.
-

CHAPTER TWO. LITERATURE REVIEW

Introduction

Persons from a different educational and cultural background may need to make academic and personal adjustments as they move into the United States system of higher education. International students arrive to enroll at American colleges and universities with varying levels of preparation. For many students, for example, an education at Iowa State University begins with long days in the Intensive English Program (an academic support program). Some students may remain in that program a year before they can pass the English test required for enrollment. Those who make it have little or no time to integrate into mainstream America. For some students, for example, with two years to complete their degrees and have just enough money for the duration of the program, it does not make much sense to participate in activities that are non-academic in nature. Moreover, most of the students represent the academic elite of their nation, drawn from the top quarter of their graduating classes. Although most African students have been academically successful in their native lands, many experience new and stressful academic pressures on college campuses in the United States. For example, the content of a course might not be very difficult but because of the language, it is made difficult.

Literature Review

The recent increase in the number of foreign students in the United States has been accompanied by a number of research projects that have been conducted since the early 1950s (Pyle, 1986). Pyle reported that many of the studies have focused on either the admission and academic performance of foreign students, comparisons of various nationality groups of foreign students and interactions between American and foreign students, the psychological and social impact of the U.S. experience on foreign students, the relationship of

academic achievement to attitudes and adjustment, or of foreign students' experience on their return home (Pyle, 1986, p. 66).

The purpose of this chapter was to describe previous research which provided the base for this research effort. Most research studies that were reviewed for the purpose of this research study were limited in scope.

According to Pyle (1986) studies related to admission and academic performance of foreign students were conducted by Allen (1965), the American Association of Collegiate Registrars Admissions Officers (n.d.), Burgess and Marks (1968), Burke (1968), Center (1967), Chongolnee (1978), Coombs (1961), Ellankany (1970), Elting (1970), Farrar (1968), Ford (1969), Halasz (1969), Heil and Aleamoni (1974), Hj:zainuddin (1974), Hountras (1956), Kaplan (1970), Martin (1971), McKnight and Bennett (1956), Melendez-Craig (1970), Moore (1970), Moravcsik (1972), Ohuche (1967), Paraskevopoulos and Dremuk (1968), Pavri (1963), Sanders and Ward (1970), Sharon (1971), Slocum (1984), Stone (1969), Sugimoto (1966), Telleen (1970), Uehara (1969), Van de Guchte (1969), Vroman, Wilcox, and Tscehan (1970, 1971).

According to Spaulding and Flack (1976), a major concern of many of these studies has been to develop methods of selecting those foreign applicants who were most likely to succeed in American academic institutions (Pyle, 1986). The studies find rather consistently that scores on English language tests such as TOEFL are good predictors of academic success (Pyle, 1986). Pyle also found out that other aptitude and achievement tests, SAT, SCAT, GRE, for example, were less useful. Pyle envisaged that investigation of the applicant's academic record in the home country proved useful in some cases but not in others.

According to Pyle (1986), studies of academic achievement with attitude and adjustment were conducted by Bassu (1966), Bohn (1957), Clark (1963), Clark and Ozawa (1970), Deutsch (1965, 1970), Erickson (1970), Frank

(1965), Grady (1969), Hagey (1968), Halberstam and Dasco (1965), Halberstam, Rusk, and Taylor (1970), Hill (1966), Jarrahi-Zadeh and Eichman (1970), Keshav (1969), Kimmel and others (1972), Kwochka (1970), Longest (1969), Lozada (1970), Shepard (1970), and Yankelovich (1971). From these studies, Pyle (1986) indicated that academic achievement of foreign students affects and is affected by their attitudes and adjustment, although a cause-and-effect relationship was not proven. Pyle's other findings indicated a relationship existed between academic success and satisfaction with the U.S. experience and between English language difficulties and academic and social adjustment problems. Last, Pyle found also that foreign students from cultural backgrounds that differ significantly from those of the United States often had special kinds of academic problems.

Although the problems experienced by foreign students are well documented, there is less or very little information available on awareness and utilization of academic support programs on American college and university campuses.

In a study by Moghrabi (1966), the investigation tested the hypothesis that most foreign students upon entering the United States, were inadequately prepared in the English language. Texas A & M University admits foreign students qualified according to its established standards. The foreign students are expected to succeed in their academic endeavors. Moghrabi contended that there seemed to be unidentified barriers to the success of some foreign students. The investigation attempted to find out whether or not a relationship existed between students' economic ability, emotional stability, and proficiency in English on one hand, and their actual academic achievement on the other. A correlation method was used whenever possible to discern the presence of relationships as, for example, the study of students' financial abilities and their English proficiency in relation to their academic success. Whenever Moghrabi's data could not be systematically ordered, he used alternative statistical

methods to determine the presence of a relationship between the factors, for example, the study of students' countries of origin and their fields of study as related to the students' achievement records at the university.

Analysis of the data points out that the age of the student upon his or her arrival had significant correlation (0.33) with his or her grade point average. The study also found out that the older the student was, the better was his or her grade point average. This finding was further substantiated when the grade point ratio was correlated with the students' academic classification (graduate or undergraduate). The high correlation of 0.63 indicated that the graduate students achieved greater academic success than their undergraduate counterparts. The study found that married students achieved better academic records than did single students. A significant 0.33 correlation between the grade point ratio and the marital status was found. On one hand, Moghrabi stated that there was a greater feeling of responsibility among the married students. Moghrabi contended that married students were generally older and more mature individuals. More significant relationships were found between the student's achievement at Texas A & M University and the number of years of preparation they had in high school and the university English courses completed. The correlations were 0.30 and 0.40 respectively. The overall conclusions for this study, however, were limited in their validity. For example, students were classified as to whether or not they had language difficulties. The number of students indicating language difficulties was larger. One explanation of the inconsistencies was that English in the countries of origin may have been taught ineffectively (Moghrabi, 1966).

Useful information obtained from a study by Ahmad Motarassed (1981) on adaptation of foreign students to West Virginia University, a land-grant university in the United States, revealed that students from Asian and Middle Eastern countries perceived more language difficulties than the other

nationalities. The graduate students were found to have better academic adjustment and satisfaction than sojourns.

The following study by Iraj Eghbali revealed very little information usable for this study. Eghbali (1985) did a study on stress and academic performance of international students at the University of Missouri-Columbia. The purpose of his study was to investigate the relationship between academic performance of international students as demonstrated by students' GPA and the selected variables of stress (as indicated by life change events), age, nationality grouping, gender, and length of stay in the United States. Eghbali found that undergraduates' greater life change assumed to be a cause of stress, and was associated with lower GPAs. The relationship ($r=0.18$) was described as "small effect size." The best combination of predictors of GPA for undergraduate international students consisted of measure of stress, length of stay in the United States, age, and gender. A profile of higher achievers consisted of older females whose length of stay in the United States was less than five years. The negative correlation ($r=-0.25$) which was referred to as "small effect size" revealed that younger African undergraduate males experienced fewer stress-producing life changes than the other subgroups sampled. The study also revealed that older undergraduate international students achieved higher academically than their counterparts even though they experienced more life change stress. Last, female undergraduate international students appeared to experience greater stress-producing life changes than males although they were higher achievers academically.

In a study conducted at Northern Illinois University (House and Wohlt, 1990) found that students who participated in a tutoring program during their freshman year earned more credit hours than did students not participating in the program. The purpose of the study was to investigate the effect of participation in a tutoring program on the academic performance of college freshmen. The sample consisted of 427 Black students (66.1%), 104

Asian-American (16.1%), and 115 were White (17.8%). Student participation in tutoring during the freshman year was voluntary. Tutors in the program were juniors, seniors and graduate students in the disciplines they tutored. Tutors were given training each semester in study skills, test-taking skills, communications skills, math anxiety, and test anxiety.

There were three main findings. First, the results of this study indicated that participation in a tutoring program during the freshman year was related to students earning more credit hours during their 1st year. One possible reason for this result was that students who were tutored might have been likely to complete courses they would have otherwise dropped had it not been for the tutorial assistance they received. A second finding of this study was that tutoring program participation was related to higher cumulative GPAs. The third finding of this study was that Black students earned fewer credit hours during the freshman year and had lower cumulative GPAs than did Asian-American and White students. These findings were consistent with the results of previous studies. Lunneborg and Lunneborg (1986) found that Asian-American and White students with similar high school grades earned similar 1st year college grades while Black students earned lower 1st year college grades than did Asian-American or White students with similar high school grades. Mannan, Charleston, and Saghafi (1986) found that the college grades of Black students were lower than were the grades of White students; the differences were true for students in both regular and remedial academic programs. One possible reason for the findings of these studies is that Black students tended to enter college with less - developed study habits (Nettles, Thoeny, and Gosman, 1986). These findings have implications for student services (Clewell and Ficklen, 1986). Activities such as study-skills workshops, career counseling, personal counseling, peer counseling, and study halls, combined with tutoring program participation can provide effective results for improving the academic performance and persistence of minority

students (Clewell and Ficklen, 1986). The findings in this study were consistent with the conclusions of Clewell and Ficklen (1986), who found that participation in tutoring is an important component of programs designed to improve the academic performance and retention of academically under-prepared students.

Leong, and Sedlacek (1986) investigated different sources of help that were utilized by international students and the findings were compared to the same sources that were utilized by U.S. students.

Students were asked to imagine that they were faced with a particular problem they had tried unsuccessfully to solve alone. They were told to assume that they would seek help from someone else. They were then asked how often they would utilize one or more times of the following sources of help: (1) faculty member, (2) faculty adviser, (3) parents, (4) relatives, (5) male counselor, (6) female counselor, (7) friend (older) (8) student friend, (9) psychiatrist, (10) physician, (11) clergyman, and (12) minister.

The findings indicated that differences existed in the help-seeking preferences of international and U.S. college students. Leong, and Sedlacek (1986) found out that the international students preferred faculty members and counselors to friends for all kinds of problems while the U.S. students preferred friends more than faculty members and counselors. Leong and Sedlacek concluded that the incoming international students expected to use formal sources of help designated and provided by the institution (i.e., faculty members and counselors) more often than did the U.S. students. Leong and Sedlacek further contended that the international students' greater preferences for formal sources of help for all kinds of problems may have been attributed to their short time in the United States. Leong and Sedlacek (1986) concluded that the international students may not have had the opportunity to develop the personal and social networks that would provide informal sources of help.

One area where international students have cultural differences was described by Gail Eisen. This section presents a discussion that Gail Eisen conducted as a Graduate Residence Hall Director at the University of Michigan, Ann Arbor. The specific example of a cultural difference addressed was language comprehension.

Language barriers are among the most common obstacles encountered by international students who are just beginning an undergraduate or graduate program in the U.S. (Eisen, 1986). Eisen contended that language proficiency was frequently taken for granted by administrative and residence staff members when, in fact, international students may not always completely comprehend English. Eisen made an example of a situation where students who had studied English in a classroom, but who had never had extensive opportunity to practice the language on a daily basis, were troubled by the rapid speech patterns natural among native speakers. Eisen contended that the use of idioms was particularly disconcerting to a majority of international students, as they quite simply had neither the time nor the opportunity to encounter the wide range of contexts essential for understanding a diversity of idioms. A lack of comprehension of American idioms could easily lead to misunderstandings and, in some cases, may pose serious danger.

The residence hall where Gail Eisen worked published a weekly newsletter that informed residents of administrative announcements and house-related activities. One issue of this newsletter notified residents of a routine "fire drill" scheduled to take place in one of the halls. The expression "fire drill" was entirely unfamiliar to virtually all of the international students in the building. One confused resident conceptualized a very literal association of the term. He knew that a "drill" was a tool of some sort, and he knew the meaning of "fire," but he was perplexed as to why his building would be producing a tool for creating fire. Gail recommended that in both written and oral communication, individuals working in international settings strive to avoid idioms as much as

possible or, perhaps even better, to provide a supplementary explanation that was not ambiguous.

For some time, educators have recognized the importance of adequate English language proficiency for successful academic performance by international learners in U.S. institutions of higher education. The issue has assumed growing importance as a result of the increased enrollment of international students at campuses across the country.

A study conducted at North Carolina State University attempted to determine the level of adjustment of international students in selected areas (Stafford, Marion and Salter, 1980). The purpose of the study was to compare adjustment levels on the basis of student classification and the students' home country. All international students at NCSU who had preregistered for the spring 1978 were asked to complete a questionnaire developed by the authors in order to determine the level of adjustment in seventeen areas.

The results showed difficulty in adjustment for all international students who participated in the study. Undergraduates reported greater levels of difficulty than graduate students in the following areas: English language, academic course work, finances, food, unfriendliness of the community, and maintaining cultural customs. In the areas of English language and maintaining cultural customs, there were no great differences observed between mean adjustment scores. The study also revealed that African students reported a high level of difficulty with friendliness in the community compared to all other groups. Also, African students had the greatest overall level of adjustment difficulty.

The results reported in this study were rather general because the study was based on a few isolated variables that did not specifically address the important issues of adjustment. International students come to the U.S. for educational pursuit and issues that should have been addressed should have related to their adjustment to the academic environment. Variables like sex,

academic major, marital status, and age were completely omitted in the study. Further research on international or African students in particular is appropriate in order to present an accurate picture about African adjustment to American education.

Lewis was concerned about the pathetic situation that most international students face when they come to study in the United States and stated that:

We need to think of these (foreign) students as individuals whom we invited to this country (United States), and treat them in an honorable way. Support services are needed to match them to the programs offered.

Limpanich (1979) examined the perceptions of international students at Northern Colorado University of their educational experiences. The study revealed that the most prevailing factors affecting foreign students' academic performance included poor listening skills, slow reading, writing, research, class discussion and oral presentations. The same study also revealed that a limited amount of attention was given to advisement. Most foreign students expressed a need for special attention in regards to advisement.

Heikinheimo and Shute (1986) conducted a study on "Adaptation of Foreign Students" in order to examine and clarify the nature of foreign students' adjustment to the quality and scope of the support services in Canada and the United States. Three data-gathering methods were used: unstructured interviews, structured interviews, and participant observation. A sample of 95 students was selected from the total number of African and Southeast Asian students. The actual number of students interviewed was 46. Of the students who were interviewed, 32 were from Hong Kong, Malaysia, and Singapore; 14 were from African countries: Ghana, Malawi, Nigeria, Tanzania, Kenya, and Zimbabwe. All Southeast Asian students were undergraduates, and most of the Africans were graduate students. Foreign students were asked questions about the problems they experienced after arrival. These included: language ability and training, academic concerns,

racism, values, and related issues of concern to foreign students. The study revealed that the principal areas that students identified as requiring adaptation and adjustment included language skills, academic issues, cultural differences, racial discrimination, and social interaction with the local people.

Heikinheimo and Shute (1986) reported that to adapt successfully to North American culture, a foreign student must master both conversational and formal English, the former for everyday and social life and the latter for academic work. The study also found that African students generally were much more confident of their English skills than were Southeast Asian students because all African students in the sample had studied English in secondary and undergraduate school. Serious problems in understanding lectures, taking class notes, answering questions, and writing essays were reported by many Asian students. The African students experienced the same pressure to perform so that they would not disappoint their relatives. One African student interviewed was quoted saying:

We Africans cannot afford to fail because our family would be disappointed and we don't want to see that happen. If I fail, it isn't only that I fail. It only means that my father's son and my uncle's nephew failed and they carry the same reputation. (Heikinheimo and Shute, 1986, p. 402)

This study attempted to demonstrate that African students have fewer problems than Southeast Asians in adapting to an academic setting, partly because Africans communicate more easily in English. However, a common adjustment response seemed to be immersion in hard work. The study also found that concentration on academic work and financial constraints were additional factors that foreign students identified as barriers to interaction with other people. Several African students in the study said that ignorance expressed by Americans presented a barrier. They felt that one cannot become close to somebody who thinks that one's background is something that it is not. The African students mainly emphasized cultural differences and

academic pressures as barriers to interaction. Language did not seem to present a problem to them.

Kajornsin (1979) conducted a study of foreign graduate students about their awareness of, utilization of, and attitude toward selected Student Personnel services available to them at Michigan State University. The purpose of the study was: (a) to survey the existing services available to the foreign students at Michigan State University; (b) to evaluate the awareness of, utilization of, and attitude toward selected Student Personnel and other services available to foreign students on campus; and (c) to propose possible strategies to facilitate the foreign students' utilization and improvement of the services. The population used in the study was the foreign graduate students enrolled at Michigan State University during winter term, 1978. The sample from this population consisted of one hundred new students and one hundred students who had attended Michigan State University more than two terms. A questionnaire was used to collect the research data. Two-way analysis of variance was used to determine the differences in the awareness of the services of the two groups of students, and chi-square (test of homogeneity) was employed to measure the level of utilization and the attitude toward the services.

The research questions asked were as follows: 1) What are the existing services that are available to (a) only foreign students, (b) both American students and foreign students (Kajornsin, 1979, p. 5)? The existing services that were available to only foreign students were listed as: Foreign Student Office, English Language Center, and Community Volunteer for International Programs. 2) What are the foreign graduate students' awareness of, utilization of, and attitude toward the existing services available to them on campus (Kajornsin, 1979, p. 6)?

The study found out that the foreign graduate students did not know much about the existing services. It took about two terms for the foreign students to

be aware of the existing services on campus. The study also indicated that the foreign students did not widely use many of the services available to all students on campus. 3) What differences exist among: (a) the foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78); (b) the foreign graduate students who originally came from Asian, African, Middle Eastern, Latin American, and Western-oriented countries in their awareness of, utilization of, and attitude toward the existing services on campus (Kajornsin, 1979, p. 6)?

The study found that the foreign graduate students who had been in attendance at Michigan State University more than two terms knew and used the services more than the new students. For both groups of foreign graduate students, new and longer term students, who came from the different geographical regions, there were no differences in awareness of, utilization of, and attitude toward the services. The study also revealed that the time span of the foreign students living on campus, not geographical regions, was the important factor in the foreign students' awareness and utilization of the services available at Michigan State University.

This study did not specifically address the problem about the foreign graduate students in terms of identifying the following factors: 1) needs or problems of foreign graduate students; 2) if the students had needs or problems what motivated them to be aware and use the services? 3) what means did the students use to become aware of the services? and 4) what barriers did the students face or prevented them from using the services?

A further review of the literature revealed a limited amount of attention given to Student Personnel services especially academic support programs with respect to the respondents' motivation, needs and barriers faced. Focus has been on awareness, utilization and satisfaction with selected Student Personnel Services and programs (Lomak, 1984). Lomak's dissertation was about an investigation of foreign students' awareness, utilization and satisfaction with

selected student personnel services and programs at Ohio University, Athens. The study used a random sample which represented 292 foreign students. The questionnaire consisted of two parts: 1) demographic data; and 2) items designed to identify foreign students' perceptions of selected student personnel services and programs of the university. Selected student personnel services were: admissions, career planning and placement; counseling and psychological services; university judiciary; financial aid; foreign student services; housing and food; student government/activities; and registration. The test of chi square was used to test for significance of the hypotheses that were established for the study. The results of the study revealed that over 40 percent of the respondents were unaware of eight of the services or programs. Nine of the services and programs were utilized by more than 50 percent of the respondents. Less than 20 percent of the respondents used nine of the services or programs. On satisfaction with the selected student personnel services and programs, more than 25 percent of the respondents were dissatisfied with eight of the services or programs. Over 40 percent of the respondents indicated moderate satisfaction with 11 of the services or programs. More than 50 percent of the respondents were satisfied with seven of the services or programs.

Lomak's study revealed that the 25-30-year old group was more unaware of two services and programs. The 18-24-year old group was more aware and had made the greatest use of two services. Similarly, the 25-30-year old group expressed more dissatisfaction with five of the services and programs while the 18-24-year old group was more satisfied with the services.

In other studies, age was investigated in relation to academic problems. Gaither and Griffin (1971) found that adjustment problems for younger foreign students were minimal compared to those of older students. Han (1975) found that older foreign students who were more than 30 years encountered more major academic problems than students less than 30 years old. Lather (1978),

in the study of foreign students' perception of educational experiences, found that age was not an important factor in determining the foreign students' academic performance. It can be concluded that age is a variable that can be further investigated in survey studies of this nature in order to determine the probability of success in academia.

Lomak (1984) found that male respondents appeared more unaware while female respondents were more aware of institutional services. Females also made greater use of the services. Contrary to Lomak, Pruitt (1977) conducted a study on foreign students' adjustment to the U.S. environment and found that male African students adjusted better than female counterparts. The two studies reported above did not justify as to why one sex group fared better than the other. In another study on foreign students, perception of higher education in the U.S., Pruitt (1977) found that there was no difference between sexes. Therefore, there is a need to measure sex to understand why this discrepancy occurs.

Lomak's study (1984) revealed that married respondents with spouses were more unaware of three services and programs. The single and married students with spouses in their home countries were found to be more aware and made the greatest use of the services and programs. Similarly, the married respondents with accompanying spouses were more dissatisfied with the services or programs while the single and married students with spouses in their home countries were satisfied with the services. Dunnett (1977) found that married students, in general, were found to be more satisfied with their U.S. experience. Pruitt (1977) found out that unmarried foreign students had more major problems than married students. It would be interesting to find out how married and unmarried students perceive participating in academic support programs. Lomak's study also revealed results that pertained to four regions of the world which included: Africa, Middle East, Asia and others. The Middle East had the highest degree of awareness of the services.

Most of the research done on foreign students studying in the U.S. has been focusing on studies based on needs assessment or on prediction of achievement without looking at other factors, such as participation. A number of studies completed over the past decade have addressed the question of which factors influence or may be associated with participation in educational activities by adults.

Forces for participation in adult learning activities begin with the individual and move to increasingly external conditions - although it must be generally understood that, in any interaction situation, forces flow in both directions. Participation in adult learning changes self-perceptions and attitudes about education. (Cross, 1981, p. 25)

Cross (1981) contended that education plays a critical role across a broad range of human endeavors, for example, from improved job skills to enrichment of life for the individual. The results from the surveys that Cross conducted (1981) showed that "the more education people have, the more interested they will be in further education, the more they will participate".

Fisher (1986) conducted a study to (a) develop profiles of participants which distinguished them from nonparticipants in educational activities; (b) determine the relative influence of educational attainment, anomia, life satisfaction, self-directed learning, awareness of site where educational activities were available, and awareness of learning needs on participation; and (c) to describe the educational needs which were addressed by present educational activities and future learning needs. Fisher used a regression analysis to assess the relative influence of independent variables on the dependent variable, level of participation. Fisher's study found that an ability to list places where educational activities were available and the propensity of subjects to engage in self-directed learning activities accounted for 28.7% of the total variance. Fisher also found out that when the level of educational attainment, awareness of needs, anomia, and life satisfaction were added in, 29.4% of the variance was accounted for. Significant statistical relationships

were found between participation and level of educational attainment, anomia, propensity to engage in self-directed learning activities, and awareness of learning needs. Awareness of sites where educational activities were available was found to be the best predictor of participation. This study yielded conflicting results. This is why the researcher is interested in conducting this study in order to identify factors that influence participation.

Brunner et al. (1959) concluded that "the amount of schooling appears to be the most significant determinant of participation in all forms of adult education that have been studied". These same results were confirmed by Pruitt (1977), and London, Wenkert, and Hagstrom (1963).

Ellakany (1968) conducted a study on foreign students enrolled at I.S.U. to determine the possible relationship between the foreign students' academic achievement and some demographic, social, and situational factors. The study revealed that the factors of age, sex, native language, curriculum, marital status, and length of stay had no effect on the undergraduate and graduate foreign students' academic achievement. The study also found out that the self supported undergraduate foreign students had a significantly higher GPA than those who were government supported.

Ellakany (1970) conducted another study to explore the possibility of predicting the academic achievement of the foreign students coming to study at I.S.U. The relationship between the academic achievement as measured by the GPA and the foreign students' sex, age, native language, field of study, year of study, and source of support were investigated. The results showed that the only significant relationship was found between marital status and the native language variables at graduate level. Again these two studies done by Ellakany did not address the issue of adjustment to the style of American education in involving the utilization of academic support programs.

Swayampati (1955) did a study on prediction of achievement of undergraduate foreign students at I.S.U. He found out that many foreign

students who come to study in the U.S. may not succeed in their academic work due to English deficiencies. Swayampati (1955) made a comparison of the achievement of the foreign students according to the geographical location of their origin. He found out that the students from the Middle East countries achieved the highest mean GPA of 2.69 while the students from Asia had the lowest mean GPA of 1.72. The study showed that the ability to succeed also depended on other factors such as proper choice of curriculum, adjustment to the new educational system and English proficiency. This study, like Ellakany, did not focus on adjustment to American education in involving the utilization of academic support programs.

Summary

According to Chu, Yeh, Klein, Alexander and Miller (1971), most international students in the United States place high priority on academic adjustment. They also reported that international students anticipated concerns centered around course schedules and scholastic performance.

Alexander, Workneh, Klein and Miller (1976) reported that many international students attempt to obtain assistance for physical or medical problems first and assistance for personal or emotional problems last. "The need of international students for professional assistance is often greater than that of the American student. This view is true particularly of international students from African and Eastern cultures." (Alexander, Workneh, Klein and Miller (1976). Alexander, Workneh, Klein and Miller also reported that international students underutilize professional help because of a strong adherence to their cultural value orientation that restrains them from seeking professional assistance.

Lomak (1984) revealed that sex, age, marital status, the length of stay, the region of the world of origin and the university rank (undergraduate or

graduate) were not factors in the level of awareness, usage and satisfaction by foreign students with selected student personnel services.

A question to be considered then is will the background variables used in this study have any difference as to whether the African students after perceiving the following: Problems/needs, motivation, participation, barriers and satisfaction utilize the academic support programs?

Very few studies focused only on investigating relationships between participation and satisfaction in student activities while enrolled in college or university. Kajornsin (179) revealed the fact that utilization of the services depended on how much the foreign students knew about the services and how each service was necessary to them. Kajornsin also reported that the negative attitude of the foreign students was an obstacle to their chances to use the services which were designed for their academic progress and personal development.

Heikinheimo and Shute (1986) reported that of the 10% of foreign students who enrolled in Canadian universities, 70% of them came from Third World countries. The foreign students have had to make more substantial adjustments to North American academic life than their American, European, or Caribbean counterparts.

Why should the adjustment of foreign students be of concern? They are usually in North America for only a short period, and, as some argue, they can simply cope with their new surroundings in any way they choose, availing themselves of the array of student services accessible by any student, said Heikinheimo and Shute (1986).

Heikinheimo and Shutes' study revealed that the African students included in the study (from Ghana, Malawi, Nigeria, Tanzania, Kenya and Zimbabwe) generally were much more confident of their English skills than were Southeast Asian students. This was because all the African students in the sample had studied English in secondary and undergraduate school before coming to pursue graduate work in North America. Serious problems in understanding

lecture, taking notes, answering questions, and writing essays were reported by many Asian students in this study. Some Southeast Asians were poorly motivated to improve their English language skills.

The literature reviewed found that gender, age, marital status, the region of the world of origin, and university rank (graduate or undergraduate) had no significant relationships in the level of awareness and usage of student personnel services by foreign students. Therefore, the researcher was influenced to use similar independent variables for the present study in the hope that the findings will lead to solutions to the following questions:

- (1) Since you began your studies at I.S.U. have you had needs/problems that required the use of academic support programs?
- (2) Did you ever consider participating in academic support programs? How much were you motivated?
- (3) Why have you not participated or participated more in academic support programs?
- (4) What barriers have attributed to why you did not participate in academic support programs?
- (5) To what degree were you satisfied with academic support programs?

Research reviewed also indicate that there are several theoretical frames of reference that can be applied for student development and use of academic support programs. The following conceptual frames of reference for educational planning and using academic support programs are presented.

A conceptual frame of reference for educational programming

A goal of educational programming is the maximum development of individuals. Success in this goal sets into motion a process of lifelong development that results in optimum human functioning (Leafgren, 1981, p. 23).

Educational programming is not new and includes an unlimited range of topics. The purpose of this study was to examine a specific component of educational programming, namely academic support programs and their utilization as an educational experience to facilitate change, growth, and development of students.

Sanford (1967) identified the terms change, growth, and development and distinguished also three separate processes. "Change embraces both growth and development and possibly other phenomena as well. Growth on the other hand, is simply an expansion of the personality" (Sanford, 1967). Educators should be concerned with all of these processes - change, growth, and development - in college students. Colleges and universities are agencies designed to serve functions in entering students. Each person's development depends on individual factors and on characteristics of the institution that he or she attends. If the university is going to be an agent of change and growth, it is important to define for students those development tasks that occur in their lives during their years at the university. Colleges and universities have a responsibility to let students know that they expect them to change, grow, and develop during their university years and that they have the resources to help students bring about the changes they desire. The institutions should help students to recognize the opportunities available to them, encourage their participation and involvement in programs for change, and provide programs that are effective for accomplishing these changes.

Students are not always aware that they can plan for change in the personal areas. University personnel need to make students aware that they can bring about the changes they desire through special experiences. A student can direct his or her own intellectual and personal development. Students' developmental levels can be changed by increasing their potential for optimum human functioning (Leafgren, 1981, p. 25).

Individuals bring with them to a college or university different degrees of readiness for change, growth, and development. Sanford (1967) makes a very

significant point about this fact. He was not much concerned with what induces effort for change as much as he was with conditions and processes of change. His essential point was that a person develops by being challenged.

For change to occur, there must be internal or external stimuli that upset the existing equilibrium. Lack of equilibrium causes instability that existing modes of adaptation cannot correct. These stimuli require a person to make new responses and expand the personality (Sanford, 1967, p. 24).

Sanford maintains that it is the job of the educator to keep challenging students to grow.

Change, growth, and development occur in students when they learn new information about themselves and about choices and possibilities available to them; gain an awareness of individuality of self as well as a sense of commonality; learn a process for self-development; learn to relate past experiences to present experiences and both of these to future expectations; relate more effectively with others and to the world in which they live; and learn to utilize more effectively the personal and environmental resources available to them (Leafgren, 1981, p. 25).

Therefore, in order to achieve this change, growth, and development in students the environment must be supportive. A college or a university setting must offer students maximum support for undertaking change. Leafgren contended that the heart of educational programming is to give students the skills and competencies by which and through which to change, grow, and develop.

A conceptual framework for utilizing academic support programs

This section outlines a conceptual framework for utilizing academic support programs. Rhoden (1991) contends that support services on campus are a blueprint for success. "On college campuses there are a variety of student support services to help students solve some of the many common problems they may encounter" (Rhoden, 1991, p. 39). The services are advertised in a variety of ways. For example, students at Tuskegee University know what

these services are and where they are offered. At Tuskegee University the academic support services are offered through: freshman orientation, the academic advisor, a freshman seminar course, and through the counseling or assessment center. "The academic support services are provided so that students can get help when they need it because such support increases the students' chances of succeeding and surviving on campus" (Rhoden, 1991, p. 39).

Academic support programs used for this study

The researcher worked as a campus administrator in the following I.S.U. departments: the Office of International Educational Services and the Department of Residence Life. Years of experience as an orientation aide and foreign students programs in the Office of International Educational Services, as an assistant hall manager in Buchanan Hall, and as a hall advisor in Westgate and Friley Halls have taught the researcher many things to pass on to new students at I.S.U. One of the most important was taking advantage of the system of university's resources and let them work for students in order for them to succeed academically at I.S.U. The researcher knew of the existing academic support programs through the Office of International and Educational Services, Special Services and the Student Counseling Center.

Contemporary campuses have a multiplicity of services to assist students in their educational endeavors. They include such services as: academic learning laboratories, counseling services, health services, foreign students services, financial aids, tutorial programs, computer literacy workshops, housing assistance, personal development seminars, job placement centers, and others specific to each campus. For example, the researcher identified 10 areas of student personnel services as defined by Iowa State University (Pinskey and Marks, 1980, p. 101) as: (1) admissions and records, (2) counseling services, (3) health services, (4) housing and food services, (5) student activities, (6)

disciplinary services, (7) financial aid services, (8) placement services, (9) special services (parking, campus protective services, police and fire, special remedial services, provisions for handicapped persons, programs for women, and counseling service to noncollege persons), and (10) minority and international student services. Most colleges and universities have the same basic resources, although they may be titled differently.

Therefore, the researcher identified the programs that were specifically academic in nature offered through the counseling services, special services, and minority and international student services as academic support programs in order to assist students to succeed academically. The researcher chose the academic support programs for the purpose of this study because they help students in the following ways: assist students in efficient textbook reading and outlining, note-taking, building vocabulary, spelling, taking tests, studying for an examination, academic difficulties, English for social life and academic work, time management, to master basic skills in a course and to obtain accurate, complete, and timely information.

Academic Learning Laboratory This refers to such activities as: efficient textbook reading and outlining, note-taking, building vocabulary, spelling, reading comprehension, and taking tests. The academic learning laboratory is administered by the Counseling Center on an appointment basis. A small fee is charged based upon whether it is an individual or a group who needs assistance.

Intensive English Language Program This is an academic support program mainly geared for foreign students who have difficulties in utilizing English as a second language. To adopt successfully to North American culture, a foreign student must master both conversational and formal written English, the former for everyday and social life and the latter for academic work. The program is administered by the Office of International Educational Services in conjunction with the English Department in Ross Hall.

Study Skills For the purpose of this study, study skills have been defined as those activities that enable a student to be successful in school, for example, term paper writing, coping with test anxiety (e.g., math anxiety) stress management, and studying for an examination. The Counseling Center administers the study skills program.

Tutoring Service For the purpose of this study, tutoring is a service provided by individuals, groups, academic departments or the Counseling Center to assist students who have academic difficulties. Usually tutoring is done by other students (peers) who are proficient in the course they tutor. The peer tutors tend to be patient, and they are also better able to understand students' mistakes. The Counseling Center provides tutoring services to individuals or groups for a cost.

Time Management For the purpose of this study time management has been defined as an academic support program to assist students to utilize their time effectively while in school. The Counseling Center administers the program. Techniques on how to manage time wisely are covered during workshops that are advertized from time to time, for example, setting realistic goals, scheduling time, and planning.

Special Credit or Non-Credit Course As the name implies, this is a special credit or non-credit course a student can enroll in in order to enhance one's academic skills through such programs as: remedial courses, audio-tutorial programs, special cultural classes, social activities and career related areas. These special credit or non-credit courses are offered through various departments on campus. An example of a non-credit course is a remedial math course.

For example, the English department offers English 100A, 100B, 100C, and 100D for non-credit. These English classes have assisted many international students to sharpen their spoken and written skills. The Mathematics department has similar classes called remedial classes that help college bound

students with basic mathematical skills they need to grapple with more advanced areas like calculus, to mention only one area. Students who do not major in the subject may take such classes for credit.

Use of the Library

Because few students overseas have had the opportunity to use a library of the size and complexity of university libraries here, this should be the final subject of the study skills class. There are three major areas in which students generally need instruction: the card catalog, the reference room, and the periodicals room. An orientation visit to the library is necessary but certainly not sufficient. In order to learn about the range of information that is available and the intricacies of locating it, students need several periods of class instruction and a great deal of actual experience in the library itself (Yorkey, 1970, p. 149).

In this complex and technical world students are faced with many decisions, including what courses to take or what career to choose. Making these important decisions confidently and wisely depends to a large extent on having accurate, complete, and timely information. Certainly while students attend college, and indeed beyond, a library can be one of the most important resources - books, periodicals, video-tapes, audio-visuals, computer software, manuals, guidebooks, documents - are available both in printed and electronic formats. Too, many students find libraries a little intimidating, with so many materials available to choose from and so many different departments within the building. Many libraries offer orientation tours to students. In addition to all the library resources, some libraries even offer term-paper counseling.

English Conversation Program This is a program offered to all foreign students who enroll at I.S.U. in order for them to sharpen their conversational English to enable them to converse with the American people in everyday situation, and for written English purposes in the classroom. The program is offered free. The Office of the International Educational Services monitors the program. Church groups have also been involved in assisting foreign students adjust to a new environment. Usually a foreign student is paired with an

American and a time schedule is arranged where the two would get together and share information. As a result long lasting relationships may develop.

Special Seminar This is a unique program in the sense that it is offered through different college departments on campus. There are a variety of topics covered in the seminar sessions. For example Dr. Michael Warren has organized several special seminar workshops on managing developmental projects in the third world countries (DAT). The special seminars provide a wealth of knowledge that is essential to both foreign and American students.

Variables

Background variables

The background variables used for this study are shown in Figure 1.

Country of origin was used as a variable to denote twenty African countries from which the respondents came. The names of the countries used in the study are shown in Appendix F. Gender denoted the sex of the respondents

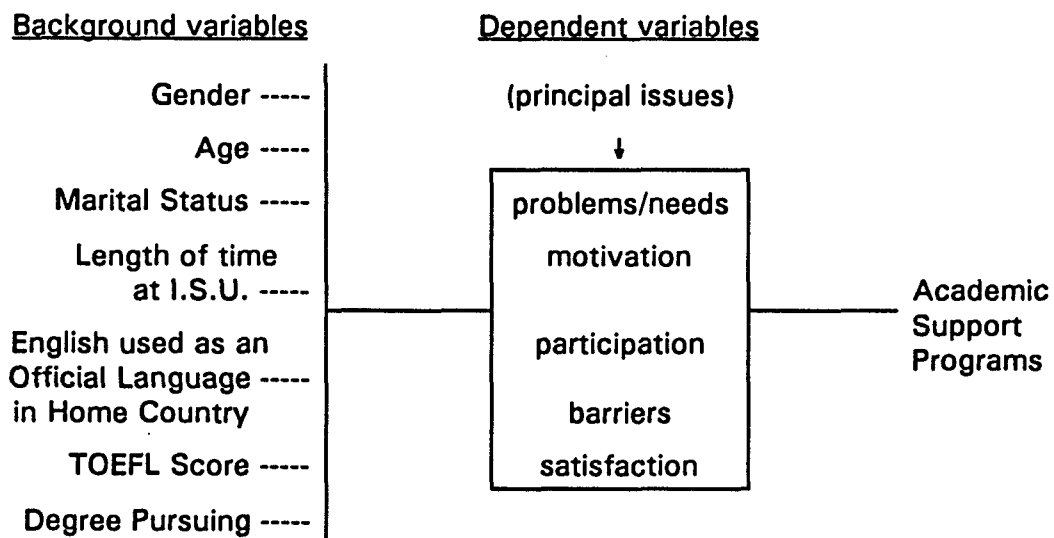


Figure 1. A model for the utilization of academic support programs

interviewed. Age was used to categorize the different age groups: (1) 20 years and under, (2) 21-25 years old, (3) 26-30 years old, (4) 31-35 years old, and (5) 36 years old and over. Marital status was divided into: single, married, divorced, and widowed. Length of time was used to denote the respondents' length of stay at I.S.U. Length was categorized into: (1) less than 1 year, (2) 1-2 years, (3) 2-3 years, (4) 3-4 years, (5) 4-5 years, and (6) 5 or more years. English was used to denote whether English was used as an official language in home country (country of origin). TOEFL score was used to denote the range of scores the respondents obtained after writing the TOEFL test.

Dependent variables

The dependent variables or principal issues were: (a) problems/needs items the respondents were required to indicate in order to utilize the academic support programs, (b) motivation items the respondents were required to indicate, (c) participation items, i.e., reasons why the respondents did not participate or participate more in academic support programs, (d) barrier items the respondents encountered that caused them not to utilize the academic support programs, and (e) satisfaction items the respondents were required to indicate, that is, if they were satisfied regardless whether they utilized the academic support programs or not.

Hypotheses

In order to accomplish the objectives for this study, the following hypotheses were stated at the general level. The operational measures are found in Appendix C, Questionnaire. Major findings are found in Chapter Four.

1. There is no significant relationships between gender and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.

2. There is no significant relationships between age and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.
3. There is no significant relationships between marital status and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.
4. There is no significant relationships between the length of time spent at Iowa State University and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.
5. There is no significant relationships between English as an official language spoken in home country and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.
6. There is no significant relationships between TOEFL and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.
7. There is no significant relationships between degree student is pursuing and needs/problems, motivation, participation, barriers, and satisfaction in using academic support programs.

CHAPTER THREE. METHODOLOGY

This chapter describes the methodology of the study. The chapter is divided into the following sections: design of study, subjects, instrumentation, data collection, and data analysis.

Purpose of Study

The purpose of this study was to investigate a particular educational problem regarding the utilization of academic support programs by African students studying at Iowa State University.

Design of Study

The design used for this study was a survey research. Drew (1980) contends that survey research involves asking questions from subjects of the group being studied. Borg and Gall (1983, p. 403) contend that surveys are used simply to collect information, such as the percentages of respondents who hold or do not hold a certain opinion. However, in this study the survey was also used to explore relationships between different variables. The researcher conducted a survey research to investigate and gather information regarding the utilization of academic support programs by African students. The questionnaire used for gathering information for this study is included in Appendix C.

Subjects

The subjects chosen for this study were African graduate and undergraduate students enrolled from the spring semester of 1987 to the spring of 1988. The population for this study included approximately 134 African students who were enrolled at Iowa State University according to the Office of the International and Educational Services, spring 1987. The

population used for this study represented approximately 20 countries in Africa (see Appendix F). The students interviewed were enrolled in one of these colleges: Agriculture, Business Administration, Design, Education, Engineering, Family and Consumer Sciences, and Science and Humanities. There were no African students enrolled in the Veterinary college. A total of 75 African students participated voluntarily in the survey. This was approximately 56.0% of 134 African students who were enrolled. The researcher considered the sample representative of the population because the respondents represented the majority of the students who were part of the study. New students were not included in the study. Thus, 75 subjects provided data for this study.

Instrumentation

The basic ideas of developing the instrument used in this study grew out of: (1) results of the interviews with personnel in charge of the academic support programs selected for this study, (2) the review of literature (most of the literature reviewed dealt only on international students without focusing on a particular group like the African students), (3) results of interviews with African students, and (4) the researcher's own perception of the problem. The questionnaire was designed to provide the desired information concerning the African students' background characteristics, problems, motivation, participation, means of becoming aware, barriers, and satisfaction with a few selected academic support programs.

An eight-part questionnaire was developed by the researcher to investigate respondents' perceptions regarding their adjustment to the academic work, level of motivation to attend academic support programs, awareness of such services and the means by which they became aware of the programs, level of participation, barriers faced, and satisfaction with academic support programs. Background information about the respondents was also gathered. The eighth section was optional and was not included in the data analysis. However,

some of the comments were used as part of the recommendations. Section I of the questionnaire had 18 demographic items on: country in Africa the respondent came from; sex; age; marital status; length of stay in the United States; length of stay at I.S.U.; whether English is used as an official language in home country; other languages spoken in country of origin; whether respondent wrote the Test of English as a Foreign Language (TOEFL); TOEFL score; person or institution responsible for paying fees; whether respondent studied English in an intensive language program in one's country of origin; whether respondent studied English in an intensive language program in another country; whether respondent studied English in an intensive language program at I.S.U. or another institution in the U.S.; attended college/university outside country of birth; whether respondent obtained a bachelors degree at a college/university in the U.S.; the degree the respondent was now pursuing; and area of study. For purposes of data analysis the area of study was collapsed into colleges at I.S.U. Section II had 19 problem areas related to needs that the respondents might have in order to function in an academic environment, for example, "developing skills in taking class notes". Students responded using a 4-point scale with 1 representing student had no problems, 2 little problems, 3 representing student had a lot of problems, and 4 not applicable.

Section III had 19 motivation items related to needs that might have motivated the respondents to attend academic support programs. Items in section III were similar in nature to the items in section II. Students responded using a 3-point scale with 1 representing student was unmotivated, 2 motivated and 3 representing student was neither motivated nor unmotivated.

Section IV was divided into two parts. The first part asked the respondents whether they were aware of the academic support programs listed. The nine selected academic support programs were: (1) Academic Learning Laboratory, (2) Intensive English Language Program, (3) Study Skills, (4) Tutoring Service,

(5) Time Management, (6) Special Credit or Non-credit Class, (7) Use of the library, (8) English Conversation Program, and (9) Special Seminar. Students responded by placing a check mark "yes" if they had participated and "no" for not having participated in the program. The second part had 7 different sources by which a respondent became aware of the academic support programs. Students responded by indicating with a check mark all the possible ways they became aware of the academic support programs. Sources of becoming aware were: (1) by letter from the university, (2) through posters, brochures or other literature including newspaper ads, tv, and radio (3) through a friend or by word-of-mouth, (4) from a foreign student adviser, (5) from an academic adviser or major professor, (6) from another faculty member, and (7) from a staff member (non-faculty).

Section V had 19 items related to the reasons why respondents did not participate or not participate more in academic support programs. The students who responded were required to circle all the items according to how the items best described them. Using a 3-point scale, 1 representing disagree, 2 representing agree and 3 representing neither agree nor disagree.

Section VI had 12 items that attempted to address barriers that might have attributed to why respondents did not participate in academic support programs. Students responded using a 3-point scale with 1 representing student disagree, 2 representing agree and 3 representing neither agree nor disagree.

Section VII had 10 items that addressed respondents' satisfaction with academic support programs on campus regardless whether they participated or not. Students responded using a 3-point scale with 1 representing student was dissatisfied, 2 representing student was satisfied and 3 representing neither satisfied nor dissatisfied.

Section VIII had 5 items that attempted to investigate how each program provided the following: (1) most help or knowledge, (2) strengths of each

academic support program, (3) weaknesses of each academic support program, (4) ways each program offered help or knowledge, and (5) a list of other different kinds of academic support programs that I.S.U. should have in order to meet the needs of African students. However, this section was optional and was not included in the statistical analysis. This section was only designed to obtain some suggestions that would help improve each program. Thus, the written response was a way of seeking constructive criticism and comments from the respondents who were the consumers of the academic support programs.

The instrument contained 114 questions with an additional 5 optional questions at the end. The instrument was carefully pre-tested in order to determine clarity, consistency, comprehensibility, and appropriate length. Two foreign student advisers, two student counseling coordinators and two foreign students not included in this study were selected to participate in the pretest phase. The items were reviewed for content validity and appropriateness by staff in the Office of International Students and Scholars at I.S.U. for clarity, comprehensiveness, and usability. The pretest enabled the researcher to construct the questionnaire. Some of the original questions were eliminated or changed, and others were added to the final instrument.

Data Collection

The data collection occurred during the period of March 18, 1988, through May 19, 1988. The collection of data focused on a list of 134 African graduate and undergraduate students provided by the Office of the International and Educational Services at I.S.U. All the questionnaires were personally delivered door-to-door by the researcher. Other campus places like the Memorial Union, library, and students' offices were utilized as places to meet the students. Respondents were given two letters to read. The first explained the study and asked the respondents for their cooperation to

participate. The second letter was a consent form, see Appendix A and Appendix B.

Procedures

The I.S.U. Committee on the Use of Human Subjects in Research reviewed this study and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by potential benefits, that confidentiality of data was assured, and that informed consent was obtained.

In order to get the respondents to participate in this study, a letter (Appendix A) was handed out at the time of contact requesting student's participation. When the respondent chose to participate a consent form (Appendix B) was handed out to get the student's signature. Then a questionnaire (Appendix C) was handed out as part of an individual interview. The instructions were included with each section of the instrument. The respondent was made to feel free to ask questions during the interview. The total time taken to complete the instrument was between 30 minutes to approximately an hour. The data collected were kept completely confidential. The respondents participation in this study was voluntary and provision to discontinue at any time during the interview was provided. The individual interview survey resulted in a high percentage of returned questionnaires. A total of 76 respondents were interviewed and 75 questionnaires were returned, representing a 56.0% total response that provided usable data. The other 44% who were not interviewed refused to participate because of personal reasons.

Data Analysis

Data gathered from the survey instrument was coded and analyzed by utilizing subprograms from the Statistical Packages for the Social Sciences (SPSS). The data were analyzed using item-by-item frequency of responses,

and cross-tabulations (Chi-square). The 0.05 level of significance ($p < 0.05$) was used as the criterion for all statistical tests of significance.

CHAPTER FOUR. RESEARCH FINDINGS

The purpose of this chapter is to present the perceptions of African students regarding their use and value for services available to them on campus.

The following principal issues were the focus: (1) academic needs/problems, (2) factors that motivate African students to use academic student support programs, (3) reasons that make African students not participate in academic support programs, (4) barriers they indicate for not using academic support programs, and (5) their satisfaction with academic support programs.

Operationalization of Variables and Measurement of Concepts

Needs/problems

Needs/problems were operationally defined as academic needs or problems African students had when they began their studies at I.S.U. The following question was asked to determine needs or problems the African students had: Since you began your studies at I.S.U. have you had problems in the following areas?

- (1) satisfying an English language requirement,
 - (2) getting help on a specific assignment,
 - (3) developing skills in taking class notes,
 - (4) building a strong vocabulary,
 - (5) improving reading speed,
 - (6) improving spelling,
 - (7) preparing for an upcoming examination,
 - (8) improving reading comprehension,
 - (9) improving listening skills,
 - (10) improving textbook/journal reading,
-

- (11) getting better grade in the course,
- (12) keeping from failing,
- (13) satisfying an instructor or advisor,
- (14) obtaining a broader education,
- (15) improving command of English,
- (16) understanding spoken English,
- (17) supplementing class presentations,
- (18) writing better papers/thesis, and
- (19) learning for the sake of learning.

Table 1 shows the results of how the African students responded regarding needs/problems related to using academic support programs. The responses were recoded into the following categories: (a) none, meaning that the African students did not have problems at all, (b) little, meaning that they had some needs or problems but not a whole lot, (c) much, meaning that they had definite needs/problems, and (d) not applicable, meaning that the need/problem did not apply to them or it is irrelevant. The majority of the responses indicate that the African students did not have needs/problems. However, a few of the items seem to stand out clearly. Out of sixty-seven of the students who responded to the item preparing for an upcoming examination only twenty-six had no needs/problems. Forty-one indicated little to much needs/problems. Of those who responded to getting better grade in the course, twenty-eight had no needs/problems and thirty-one had little to much needs/problems.

Motivation

Motivation is operationally defined as the means by which African students were induced to utilize academic support programs. In order to obtain the motivation responses, the following questions were asked: Did you ever consider participating in academic support programs? How much were you motivated? The responses were recoded into the following categories:

Table 1. Needs/problems expressed by African students regarding their use of academic support programs

Needs/problems	None N	Little N	Much N	Not Applicable N
Satisfying English language requirement	56	12	3	4
Help on specific assignment	36	28	5	6
Skills in taking class notes	42	21	6	6
Building strong vocabulary	45	16	6	8
Improving reading speed	39	20	8	8
Improving spelling	52	14	2	7
Preparing for an upcoming examination	26	30	11	8
Improving reading comprehension	45	22	3	5
Improving listening skills	40	26	4	5
Improving textbook/journal reading	41	25	1	8
Getting better grade in a course	28	23	8	16
Keeping from failing	39	22	5	9
Satisfying instructor or adviser	31	24	5	15
Obtain a broader education	33	25	6	11
Improving command of English	44	23	3	5
Understanding spoken English	53	16	2	4
Supplementing class presentations	41	22	5	7
Writing better papers/thesis	35	27	3	10
Learning for the sake of learning	41	19	5	10

unmotivated, motivated and neither motivated nor unmotivated. Table 2 presents the results of the motivation items for utilizing academic support programs. Although the results in Table 2 seem to indicate that the African students were neither motivated nor unmotivated to use academic support programs, the majority of the items received almost the same number of responses with the exception of a few. Getting a better grade in the course, preparing for an upcoming examination, obtaining a broader education, and writing better papers/theses seem to be the items that induced African students to use academic support programs.

Table 2. Motivation to use academic support programs

Motivation	Unmotivated N	Motivated N	Neither Motivated nor Unmotivated N
Satisfying English language requirement	10	8	57
Help on specific assignment	19	11	45
Skills in taking class notes	14	12	49
Building strong vocabulary	12	15	48
Improving reading speed	12	15	48
Improving spelling	13	6	56
Preparing for an upcoming examination	13	19	43
Improving reading comprehension	13	9	53
Improving listening skills	15	16	44
Improving textbook/journal reading	14	15	46
Getting better grade in course	18	23	34
Keeping from failing	11	14	50
Satisfying instructor or advisor	11	18	46
Obtain a broader education	11	21	43
Improving command of English	11	14	50
Understanding spoken English	11	13	51
Supplementing class presentations	11	15	49
Write better papers/theses	10	24	41
Learn for the sake of learning	8	13	54

Participation

For the purposes of this study, participation is operationally defined as the reasons by which African students did not take part in academic support programs. The following question was asked to determine African students participation in academic support programs: Why have you not participated or participated more in academic support programs? The responses were recoded using the following categories: disagree, agree, and neither agree nor disagree. Reasons for not participating in academic support programs are listed in Table 3. Of the 18 reasons listed, a few of the items on both disagree and agree categories seem to stand out. Twenty-five out of the thirty-eight who responded to the item never thought about it/them disagreed meaning that it

was not a reason why they did not take part in academic support programs. A slight majority of the students also disagreed that programs are for those who failed and took care of problem, G.P.A. was satisfactory, social activities took time, sponsors did not provide financial assistance, too many tests given in my courses, and academic support programs are not useful or practical. African students felt these were not good enough reasons not to participate in ASPs. However, thirty-three of the students out of forty-five who responded on the item I was treated unfairly agreed with the item. I was treated unfairly seems to be one of the main reasons why African students did not participate in academic support programs. Twenty-eight of the thirty-eight students who responded to the item got advice from another student agreed that it was a reason for not taking part. These results indicate that the students reported little willingness to utilize academic support programs.

Table 3. Reasons for not participating in academic support programs

Why have you not participated or participated more in ASPs?	Disagree N	Agree N	Neither Agree nor Disagree N
Never thought about it/them	25	13	36
Had schedule conflict	17	19	39
Tutoring was very expensive	13	18	44
Not have enough time to attend	13	11	51
I took too many courses	18	19	38
I felt a high degree of pressure	17	17	41
Knew where to go when had problem	19	12	44
Got advice from another student	10	28	37
ASPs did not meet my needs	17	19	39
Facilities inconveniently located	17	20	38
Programs are for those who failed	25	2	48
Took care of problem	34	4	37
GPA was satisfactory	17	8	50
I was treated unfairly	12	33	30
Social activities took time	20	2	53
Sponsors did not provide financial assistance	23	9	43
Too many tests given in my courses	20	4	51
ASPs are not useful or practical	22	7	46

Barriers

Operationally barriers is defined as anything that might have hindered or prevented the African students from using academic support programs. Respondents were asked to indicate barriers that might have attributed to some of the reasons why they did not participate in academic support programs. Responses were recoded into the following categories: disagree, agree, and neither agree nor disagree.

Table 4 provides the twelve items indicating the barriers to utilizing academic support programs. A slight majority of the students neither agreed nor disagreed that the items in Table 4 were barriers to using academic support programs. Thirty-eight respondents strongly disagreed that family did not encourage them. Thirty-six disagreed that friends discouraged them. Thirty-two disagreed that APSs took time from the family. Thirty-four disagreed that ASPs are not useful or practical. Generally the results indicate that the African students did not perceive the majority of items in Table 4 as barriers. Interestingly, only ten students out of the twenty-nine who responded, agreed with the item that APSs are not interesting.

Table 4. Barriers to using academic support programs

Barriers	Disagree N	Agree N	Neither Agree nor Disagree N
Not confident in learning ability	24	5	46
Couldn't compete with younger students	36	3	36
Friends discouraged me	36	0	39
Family did not encourage me	38	0	37
APs are not useful or practical	34	1	40
APs are not interesting	29	10	36
APs are of poor quality	28	8	39
Methods of instruction unsatisfactory	31	0	44
APs are too general	30	4	41
Sponsor had poor reputation	28	5	42
APs take time from the family	32	0	43
Facilities inconveniently located	26	3	46

Satisfaction

Satisfaction is operationally defined as the means by which African students valued the academic support programs. The respondents were asked to indicate their satisfaction with academic support programs. The responses were recoded as follows: dissatisfied, satisfied, and neither satisfied nor dissatisfied.

Table 5 shows the responses on satisfaction with academic support programs. A slight majority of the students frequently indicated that they were neither satisfied nor dissatisfied with academic support programs. The respondents who indicated dissatisfied meant that they did not value the item as being important or to be of value. Thirty-four of the respondents did not think it was important or to be of value to recommend ASPs to their friends. However, a fairly large number of students indicated that the overall quality rating of ASPs was satisfactory. This means that 52 out of 75 were satisfied. Thirty-eight indicated that the academic support programs were offered at a convenient time. Thirty-two of the respondents indicated that they were

Table 5. Satisfaction with academic support programs (ASP) by African students

Satisfaction Factor	Dissatisfied N	Satisfied N	Neither Satisfied nor Dissatisfied N
Recommending ASPs to friends	34	0	41
Publicity of ASPs at I.S.U.	3	32	40
Location on campus	17	14	44
When have problems know where to go	5	20	50
ASPs offered at convenient time	14	38	23
Talk easily with ASP staff	11	16	48
ASPs are helpful provide knowledge	6	20	49
ASP staff provide significant services	3	29	43
ASP play an important role	1	30	44
Overall quality rating of ASP	1	52	22

satisfied with the publicity of the academic support programs at I.S.U. Only thirty indicated that the academic support programs play an important role. Seventeen out of fourteen respondents were dissatisfied with the location of academic support programs on campus.

Major Research Findings

The main objective of this study was to investigate the use of academic support programs by African students. For the purposes of analysis, the researcher recoded the principal issues as follows: (a) all the needs/problems were coded as total needs/problems, (b) total motivation, (c) all the participation items were coded as total participation, (d) all the barrier items were coded as total barriers, and (e) all the satisfaction items were coded as total satisfaction.

Since the primary objective of the data analysis was to measure the relationships of selected demographic variables with the dependent variables (needs/problems, motivation, participation, barriers, and satisfaction) a chi-square technique was used.

For the purposes of data analysis Tables 1-5 were collapsed in order to obtain one n for each of the following principal concepts: (a) needs/problems, (b) motivation, (c) participation, (d) barriers, and (e) satisfaction. For analysis a total score was calculated for each individual on each dependent variable. This score was derived from responses that were in agreement with the items in each dependent variable scale. Only the individuals who responded in the agree category were included.

Chi-square Analysis of Gender by Needs/Problems, Motivation, Participation, Barriers and Satisfaction

The hypothesis that there is no relationship between gender and needs/problems, motivation, participation, barriers, and satisfaction is shown in

Table 6. Statistically, the data show that there is no relationship between (a) gender and needs/problems, (b) gender and motivation, (c) gender and satisfaction. Table 6 shows eleven students who agreed that they had needs/problems. Out of the eleven students, six were males and five were females. The needs/problems expressed were: satisfying instructor or advisor (1); understanding spoken English (2); writing better papers/thesis (1); and learning for the sake of learning (7). Forty students agreed with the following items that motivated them to use academic support programs: help on specific assignment (7); building a strong vocabulary (1); improving spelling (2); improving reading comprehension (5); improving listening skills (2); improving textbook/journal reading (6); getting better grade in course (1); obtain a broader education (3); improving command of English (2); and understanding spoken English (2). Out of the forty students twenty-eight were males and twelve were females. As far as gender and participation are concerned sixty-one students agreed to some of the items listed in Table 3. Out of sixty-one students, forty-one were males and only 20 were females. Out of the fifty-one students who agreed with the barrier items, forty were males and only eleven were females. Forty-five students agreed with the satisfaction items. Twenty-eight were males and seventeen were females.

Table 6 also shows that there is a relationship between gender and participation, and between gender and barriers. The significance level is 10.44 for participation and 3.80 for barriers. Examination of Appendix F reveals the frequency of males and females who participated in the survey. Appendix G1 shows the cross-tabulation of gender and participation items. The responses show that males outnumbered the females. Of 52 males 41 responded whereas of 23 females 20 responded. Males outnumbered the females disproportionately in their response to the items. Further examination of the table show that six responses from the males indicated that the reason why they did not participate in academic support programs was that they were

Table 6. Relationships between gender and needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
Gender	11	3.43	.06	40	.71	.40	61	10.44	.001***	51	3.80	.05*	45	1.66	.10

*Significant at the 0.05 level.

***Significant at the 0.001 level.

Table 7. Relationships between age and needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
Age	55	.0003	.99	39	1.07	.30	60	.02	.90	51	.04	.84	44	1.63	.20

unfairly treated. The results show that approximately 67% of the males compared to approximately 33% of the females responded to the items. The results suggest the males are more likely not to participate in academic support programs.

The chi-square analysis also revealed that there is a relationship between gender and barriers. Appendix G2 shows the cross-tabulation between gender and barriers. Approximately 78% of the males responded as compared to 22% of the females. Males outnumbered the females disproportionately. The results suggest that males tended to perceive less or no barriers at all as far as using academic support programs is concerned.

Chi-square Analysis of Age by Needs/Problems, Motivation, Participation, Barriers, and Satisfaction

The hypothesis that there is no relationship between age and needs/problems, motivation, participation, barriers, and satisfaction is shown in Table 7. Table 7 shows that there is no significant relationship between age and needs/problems, motivation, participation, barriers, and satisfaction. A larger proportion of the respondents did not perceive to have had needs/problems when they began their studies at I.S.U. Despite the age group to which the African students belonged, they seemed not to be motivated to use the academic support programs available on campus. The different age-group categories were: (a) 21-25 years old, (b) 26-30 years old, (c) 31-35 years, and over 36 years old. Fifty-five of the students agreed that they did not have needs/problems. Forty students were not motivated to use academic support programs. Sixty-one of the students agreed that they did not participate or participate more in using the academic support programs. A slight majority of these students were between 26-30 years old and between 31-35 years old. A very slight majority of students between 26-30 years old and between 31-35 also agreed that they had fewer barriers than the younger students and those

students who were over 36 years old. However, a slight majority of students between 26-30 years and 31-35 years old agreed that they were satisfied with the academic support programs.

It is apparent that there is no relationship between age and the reasons for not participating in academic support programs. Many students indicated that they did not have many barriers to use academic support programs. There is no relationship between the age categories and satisfaction with academic support programs.

Chi-square Analysis of Marital Status by Needs/Problems, Motivation, Participation, Barriers, and Satisfaction

Table 8 shows the chi-square analysis of marital status by needs/problems, motivation, participation, barriers, and satisfaction. Marital status was divided into single, married, and divorced or separated categories. Five single, five married and one divorced students agreed that they did not have needs/problems. Twenty-two single students, sixteen married students, and two divorced/separated students agreed that they were motivated to use the academic support programs. Sixty-one students agreed with the items that revealed why they did not participate or participate more in using academic support programs. Out of these students thirty-two were single and twenty-seven were females. Only one divorced student responded to one of the items.

Almost equal numbers of males and females agreed that they perceived barriers to use academic support programs 26 and 24, respectively. Only twenty-five single students seemed to be satisfied with academic support programs. Seventeen married students and only three divorced students were satisfied with academic support programs.

The hypothesis that there is no relationship between marital status and needs/problems, motivation, participation, barriers, and satisfaction was not

Table 8. Relationships between marital status by needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
Marital Status	11	1.54	.21	40	1.08	.30	61	.14	.71	51	.28	.60	45	.80	.37

Table 9. Relationships between length of time at I.S.U. by needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
Length of Time at I.S.U.	11	.48	.49	40	.43	.51	61	.74	.39	51	.91	.34	45	3.51	.06

rejected. The data suggest that regardless of whether the African students are single, married, or divorced, there is no relationship in having needs/problems when they began their studies at I.S.U. Regardless of whether the African students are single, married or divorced, there is no relationship in their motivation to use academic support. Similarly, the data seem to suggest that there is no relationship between marital status and barriers and satisfaction with academic support programs.

**Chi-square Analysis of Length of Time at I.S.U. by Needs/Problems,
Motivation, Participation, Barriers, and Satisfaction**

Table 9 shows the chi-square analysis of length of time at I.S.U. by needs/problems, motivation, participation, barriers, and satisfaction. The length of time at I.S.U. was divided into (a) less than one year, (b) 1-2 years, (c) 2-3 years, (d) 3-4 years, and (e) 5-6 years. Only seven students who had spent between 1-2 years and 2-3 years tended to agree that they had needs/problems. Only 2 out of the 3-4 years and 5-6 years agreed that they had needs/problems. Out of forty students who responded, eleven from the 1-2 years at I.S.U. seemed to be motivated to use academic support programs. Only nine students had spent less than one year at I.S.U. Of those students who had spent between 4-5 years and 5-6 years only twelve students responded. The least category of students (3) had spent 2-3 years at I.S.U. Out of sixty-one students who responded concerning why they did not participate, seventeen students were in the less than one year category, followed by 1-2 years (14), 5-6 years (10), 2-3 years and 4-5 years (7), and 3-4 years (6). The students who agreed that they had barriers were thinly spread across the categories as follows: less than one year (12), 1-2 years (11), 2-3 years (5), 3-4 years (6), 4-5 years (7), and 5-6 years (10). Out of forty-five students who responded positively as far as satisfaction with academic support programs were spread out as follows: less than one year

(12), 1-2 years (11), 2-3 years (7), 3-4 years (5), 4-5 years (3), and 5-6 years (7).

The hypothesis that there is no relationship between length of time at I.S.U. and needs/problems, motivation, participation, barriers, and satisfaction was not rejected at the 0.05 level of significance. The data seem to suggest that the length of time spent at I.S.U. does not make any difference as far as needs/problems, motivation, participation, barriers, and satisfaction with academic support programs is concerned.

Chi-square Analysis of English as an Official Language by Needs/Problems, Motivation, Participation, Barriers, and Satisfaction

Table 10 shows the chi-square analysis of English as an official language used in the home country by needs/problems, motivation, participation, barriers, and satisfaction. The responses to whether English is used as an official language in the home country were either yes or no. Out of the students who responded only ten agreed that they had needs/problems. Only one student came from a country where English is not used as an official language.

Thirty-four out of forty students who responded seemed to be motivated to use the academic support programs. These students came from countries where English is used as an official language. Only six who came from countries where English is not used as an official language agreed that they were motivated to use academic support programs. As far as participation was concerned, a slight majority of students who came from countries where English is used as an official language agreed (47) that they did not participate in using academic support programs. Fourteen students who came from countries where English is not used as an official language agreed that they did not use the academic support programs.

Table 10. Relationships between English as official language by needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
English as Official Language	11	.39	.53	40	.05	.82	61	2.03	.15	51	.02	.88	45	.16	.69

Table 11. Relationships of TOEFL score by needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
TOEFL Score	9	.15	.70	34	2.94	.09	55	10.42	.001***	45	.30	.59	39	.003	.96

***Significant at the 0.001 level.

Table 12. Relationships of degree by needs/problems, motivation, participation, barriers and satisfaction

	<u>Needs/problems</u>			<u>Motivation</u>			<u>Participation</u>			<u>Barriers</u>			<u>Satisfaction</u>		
	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig	n	χ^2	sig
Degree	11	.02	.89	40	3.0	.08	61	.02	.90	51	.005	.94	45	.53	.47

*Significant at the 0.05 level.

As far as barriers were concerned, forty students from countries where English is used as an official language agreed that they perceived barriers. Only eleven students from countries where English is not used as an official language agreed. A total of forty-five students agreed that they were satisfied with academic support programs. Of these students, thirty-seven came from countries where English is used as an official language. Only eight came from countries where English is not used as an official language.

Table 10 also shows that there is no relationship between English as an official language used in the home country and needs/problems, motivation, participation, barriers, and satisfaction. Appendix F shows that 80% of the respondents used English as an official language in their home countries. Only 20% of the respondents did not. Although there is disproportionate representation between the students who used English as an official language and those who did not, the data still suggest that there is no relationship between English as an official language and needs/problems, motivation, participation, barriers, and satisfaction as far as academic support programs are concerned.

Chi-square Analysis of TOEFL Score by Needs/Problems, Motivation, Participation, Barriers, and Satisfaction

Table 11 shows the chi-square analysis of TOEFL score by needs/problems, motivation, participation, barriers, and satisfaction. TOEFL score was divided into the following categories: 401-450, 451-500, 501-550, 551-600, and over 601. Only nine students agreed that they had needs/problems. The breakdown was as follows: 401-450 (2), 451-500 (1), 501-550 (1), 551-600 (1), and over 600 (4). The 551-600 group (15) agreed that they were motivated to use academic support programs. Ten came from the 601 and over group, followed by seven from the 501-550 group. The least group

which had only two respondents came from the 401-450 group. Fifty-five respondents agreed that they did not participate. A slight majority, however, came from the 551-600 and over 601 groups 21 and 17, respectively. The 501-550 group had 14 respondents. The 451-500 group had one respondent, and 401-450 group had two respondents. A total of forty-five respondents agreed that they did not perceive barriers to use academic support programs. The groups that responded highly came from the following groups: 551-600 (18), 601 and over (13), and 501-550 (11). Only two students responded from the 401-450 group, and one student from the 451-500 group. Surprisingly, out of thirty-nine students who responded, twenty-eight responses came from the scored 551-600 as far as satisfaction with academic support programs was concerned.

The hypothesis that there is no relationship between TOEFL score by needs/problems, motivation, barriers, and satisfaction was not rejected at the 0.05 level. However, there is a significant relationship between TOEFL score and participation at the 0.001 level. Appendix F shows that the majority of the Africans who wrote the TOEFL test obtained higher scores ranging from 550 to 600. The data seem to reveal that the higher the scores the students obtained, the less likely they are to perceive needs/problems. The students were also less likely to be motivated and to participate in academic support programs.

Chi-square Analysis of Degree by Needs/Problems, Motivation, Participation, Barriers, and Satisfaction

Data in Table 12 show the relationship between degree by needs/problems, motivation, participation, barriers, and satisfaction with academic support programs. Degree pursuing was divided into these categories: bachelors, masters, and Ph.D. The students who agreed that they had needs/problems were distributed as follows: bachelors (2), masters (5), and Ph.D. (4). As far

as motivation was concerned the students pursuing masters (16) and Ph.D. (15) degrees tended to agree that they were motivated to use the academic support programs. Only eight students were pursuing bachelors degrees.

Out of sixty-one students who agreed that they did not participate, twenty-four were pursuing masters degrees, twenty-two were pursuing Ph.D. degrees, and only fourteen were pursuing bachelors degrees. Out of fifty-one students who agreed that they did not perceive barriers were distributed as follows: bachelors (12), masters (16), and Ph.D. (22). A slight majority of the students were pursuing either a masters or a Ph.D. degree. Out of forty-five students who responded about satisfaction with the academic support services, nineteen were pursuing masters degrees, fifteen were pursuing Ph.D. degrees, and only eleven were pursuing bachelors degrees.

The hypothesis that there is no relationship between needs/problems, motivation, participation, barriers, and satisfaction was not rejected at the 0.05 level. Appendix F shows the majority of the African students who responded were pursuing master's and Ph.D. degrees. Only seventeen out of seventy-five respondents were pursuing bachelors degrees. The data seem to suggest that the respondents who were pursuing higher degrees tend not to perceive needs/problems, are less likely to be motivated, and less likely to participate in academic support programs. There is no relationship between degree respondents were pursuing and needs/problems, motivation, participation, barriers, and satisfaction as far as using academic support programs is concerned.

CHAPTER FIVE. DISCUSSION OF FINDINGS, LIMITATIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This study was designed to investigate the use of academic support programs by African students. The literature provides little information regarding the use of academic support programs by either African students or other foreign students. This led the researcher to investigate the use of academic support programs by African students at Iowa State University. In order to investigate the use of academic support programs, the following major questions were asked:

(a) Have you had any needs/problems since you began your studies at Iowa State University?

(b) Did you ever consider using academic support programs? How much were you motivated?

(c) Why have you not participated in academic support programs available at Iowa State University?

(d) What barriers did you have for not using academic support programs?

(e) To what degree of satisfaction did you have with academic support programs?

Discussion of Findings

Based on the analysis of data and the literature reviewed, the following discussions are presented:

Iowa State University provides extensive services that facilitate the academic progress of its students. However, based on the research findings for this study, the majority of the African students did not use the academic support programs. The major indication expressed was that they did not have needs/problems relevant to the use of academic support programs. Kajornsins's

(1979) study revealed that the graduate foreign students at Michigan State University did not widely use the services available because they were not aware of them. The researcher observed inconsistencies in Kajornsin's findings regarding the use of academic support programs by foreign graduate students at Michigan State University. Foreign students, however, come from varying countries where English is either used as an official language or not used at all. This brings out a big difference when one studies foreign students versus studying African students as this may affect their perceived needs, motivation, participation, barriers, and satisfaction in the use of academic support programs. The majority of the African students who participated in this study speak and write English fluently. This study found that the majority of the students tended not to use the academic support programs. The need to use English conversation programs, for example, was not necessary for them. However, it was interesting to note that this study found that females tended to use academic support programs more than males. Males, on the other hand, tended to seek assistance from other students. Males in this study tended to perceive fewer barriers in the use of academic support programs than females.

Since Kajornsin studied foreign graduate students, his study did not reveal any relationships between the countries the foreign students came from and the used of academic support programs. For example, students from non-English speaking countries may have greater needs to learn written and spoken English than those from English speaking countries. As a result of all this, in order to fulfill this need the students in Kajornsin's study should have used or become aware of the academic support programs at Michigan State University.

Kajornsin's (1979) study found that the foreign graduate students who had been in attendance at Michigan State University more than two terms used the services more than the new students, whereas this study did not find any relationship between the length of time at Iowa State University and using academic support programs. Kajornsin (1979) reported that it takes at least

two terms for foreign students to know the existence of support services because of their negative attitudes. Kajornsin also reported that the students felt being a foreigner made it easy for them to feel that they were not welcomed or wanted. This study was consistent with Kajornsin's (1979) finding. The African students who responded for this study did not use academic support programs because they felt that they were treated unfairly.

When it came to using the English programs, conversation and the Intensive English language Kajornsin's (1979) study and this study found that the students did not use them because their proficiency in English was good enough.

The findings regarding the use of academic support programs by males and females are consistent with Lomak's (1984) study. Males are less likely to use academic support programs than females. The reason why males tended not to use academic support programs in this study might have been that a fair majority of the students sought assistance from another student. The majority of the students in this study were males.

Pruitt's (1977) study found that there was no difference between gender and the use of support services. This study revealed some relationships to exist between gender and participation. This study revealed that males were more likely to have fewer reasons for not participating in academic support than females.

The overall findings for this study revealed that there were no relationships between (a) age, (b) gender, (c) marital status, (d) English as an official language, (e) T.O.E.F.L. score, or (f) degree with needs/problems, motivation, participation, barriers, and satisfaction in the use of academic support programs.

Conclusions

The following conclusions were drawn based upon the findings of the study:

1. There were significant relationships found between gender and participation, and between gender and barriers. The study found that females are more likely to use academic support programs than are males. The study also revealed that males tended to have fewer barriers than females regarding the use of academic support programs. There were no significant relationships found between (a) gender and motivation, (b) gender and satisfaction.
2. There were no significant relationships found between age and needs/problems, motivation, participation, barriers, and satisfaction to use academic support programs. The findings also show that the older students were graduate students who tended to indicate that they did not need to use academic support programs.
3. There were no significant relationships found between marital status and needs/problems, motivation, participation, barriers, and satisfaction to use academic support programs.
4. There were no significant relationships found between the length of time African students spend at I.S.U. and needs/problems, motivation, participation, barriers, and satisfaction to use academic support programs. The findings also show that the graduate students had spent longer time at I.S.U. than undergraduates.
5. The study found no significant relationships between English as an official language spoken in Africa and needs/problems, motivation, participation, and satisfaction. The study revealed that there was no need expressed by African students to use English conversation programs.

6. There were no significant relationships found between TOEFL scores and needs/problems, motivation, participation, barriers, and satisfaction to use academic support programs. The majority of the African students obtained high TOEFL scores and the need to use some of the academic support programs was not necessary.
7. The study also shows that there were relationships between the degrees the African students were pursuing and needs/problems, motivation, participation, barriers, and satisfaction to use academic support programs. Since the majority of the African students were graduate students, the findings seemed to indicate lack of interest to use academic support programs.

Limitations

The following limitations apply to this study. Special attention should be considered when making any generalizations from the variables used, and the data presented in this study.

The researcher felt that the questionnaire used for the study tended to make the handling and analysis of data difficult. The demographic section and sections II, III, V, VI, and VII could have been limited to fewer items in each category. The questionnaire could also have influenced the respondents' choices and thus threaten the validity of the data. Respondents had a lot of choices to make and as a result, fewer responses were reported for each item in each category.

The conclusions, however, are limited in their validity and should be viewed with reservation. In this study, African students were not selected randomly, and the numbers of graduate, undergraduates, males, females students were disproportional.

The literature reviewed dates from 1975 to 1986 and the needs and problems of students those years regarding the use of academic support programs may have changed.

The nature of the data collected relegated the use of a chi-square technique because the data were in the form of frequency counts.

Implications

Emphasis for this study was based on investigating the use of academic support programs by African students. Although the presence of African students at I.S.U. creates challenges and opportunities for cross-cultural learning, concern for the student as an individual should be an integral part of the university.

This section, however, attempts to provide some answers regarding what we learned, and what should be learned as far as the findings of this study are concerned.

The majority of the African students who responded were graduate students, and I am not sure whether the study suggests that the graduate students do not have needs/problems to use academic support programs. The findings found that a slight majority of the students indicated that they were motivated to use academic support programs in order to prepare for an upcoming examination, to get a better grade in a course, to obtain a broader education, and to write better papers or theses, although they never used them. For the students who used the services provided, a slight majority indicated that they were treated unfairly. An implication of the university about the issue concerning students being treated unfairly would be to make sure all staff members in the various support services be made aware of multicultural diversity and also to treat students fairly regardless of their ethnic backgrounds. Another slight majority of the students indicated that they got advice from another student. It is not clear whether this finding means that

students do not use academic support programs because they can get help from other students. A majority of the students gave an overall high rating of academic support programs. This means that the students who responded were satisfied with academic support programs because of their usefulness, publicity on campus and the important role they play in academia.

The researcher feels that since a majority of the African students did not use the academic support programs, what should be learned from the findings is that there is a likelihood that the services can be used in the future if a needs assessment survey is conducted by the office of student affairs.

Recommendations for Further Research

This study sought to investigate the use of academic support programs by African students and analyze their needs/problems, motivation, participation, barriers, and satisfaction. The following recommendations for further research are based on the review of literature and the findings of this study.

1. A review of the literature and the findings of this study reveal the need for further research. The researcher recommends the following idea:

The researcher recommends using a different approach to investigate the same problem by conducting a case study where by students provide their own opinion regarding needs/problems they have, what motivated them to use the academic support programs, why they participated, the reasons they have to not participate, and what satisfied them most about using academic support programs.

2. This study was conducted at a single large public institution, therefore the results may not necessarily be generalizable to institutions with differing environments. Similar studies are needed in institutions of varying sizes to enable service providers to explore, for example, how African students differ from Asian students, how students from individual countries within the general geographical home regions differ, how the relative maturity and experience of

graduate students differ from that of undergraduate students, so that particular approaches can be matched to specific needs.

3. In order to determine whether there is a particular group or groups of students on campus that have a need for academic support programs, a survey and needs assessment should be conducted. Ask individuals what information would be helpful to them in order to assist the student personnel in making decisions regarding the use of academic support programs and incorporate their suggestions in the survey.

Although these recommendations are general, they do provide the student affairs offices with a framework for developing and strengthening academic support programs on campuses across the country.

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I dedicate this study to my most beloved parents: Martha Mavu Murombo-Munhu Matengu and Luke Nduna Jena Mushambi.

IOWA STATE
UNIVERSITY

APPENDIX A. COVER LETTER

Telephone 515-294-4143

Dear Student

Please help me with my dissertation research about "Utilization of Academic Support Programs by African Students at I.S.U." My review of literature showed that little research has addressed the awareness and utilization of academic support programs by African students on many American Colleges and Universities.

In order to learn more about this subject, I am asking for your help. Take about fifteen minutes of your time to complete the attached questionnaire. If you feel that some questions are too personal, please omit them and answer the other questions. Your responses will be used for research purposes only. Your name will not be used in this study.

At the end of twenty minutes, I shall collect the questionnaire.

Thank you for your assistance.

Sincerely

Robson Mushambi
Graduate Student, I.S.U.
Adult & Extension Education
Professional Studies

IOWA STATE
UNIVERSITY

APPENDIX B. CONSENT FORM

College of Education
Professional Studies
N243 Lagomarcino Hall
Ames, Iowa 50011

Telephone 515-294-4143

Purpose and Procedures

The purpose of this study is to examine the degree of awareness of and utilization of academic support programs by African Students. The study will make some recommendations which will assist the institution to better prepare all students to utilize the academic support programs.

First, I, as the interviewer, will explain to you the broad range of academic support programs offered on campus. Then, I will ask you to complete the questionnaire as part of the interview. The information you give will remain confidential. Your name will not be used in the study and participation is voluntary and you may, if you decide, withdraw at any time.

This research has been reviewed and approved by the I.S.U. Committee on the use of human subjects. Please, feel free to ask questions at any time.

This is to certify that I have read the above statements and I voluntarily agree to participate.

Name

Date

APPENDIX C. QUESTIONNAIRE

IOWA STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL STUDIES

QUESTIONNAIRE

INSTRUCTIONS

Confidential

Please do not write your name

This questionnaire is designed to examine the awareness, motivation, barriers, participation, satisfaction and background with academic support programs among African students at I.S.U.

Academic support programs are the following: Academic Learning Laboratory of the Student Counseling Service (ALL); University Tutoring Office (UTO); Intensive English Program (IEOP); English Conversation Program; use of the library; special credit or non-credit classes (e.g. English 100A, 100B, 100C, 100D, Math 50, and special seminars (e.g. thesis workshop).

Hopefully the results of this study will, in general, assist students, individually or in groups, to take advantage of the opportunities offered at Iowa State University.

Your assistance will be of great value to me.

This questionnaire takes about fifteen minutes to complete. Please, read the directions before answering.

Section I**DIRECTIONS:**

Please read each of the questions carefully before answering. For each question, circle or fill in the response that best describes you.

1. From what country in Africa do you come?

2. Sex

- (1) Male
- (2) Female

3. What is your age group?

- (1) 20 and under
- (2) 21-25
- (3) 26-30
- (4) 31-35
- (5) 36 and over

4. What is your marital status?

- (1) Single
- (2) Married
- (3) Divorced/Separated
- (4) Widowed

5. How long have you been in the United States?

- (1) Less than 1 year
- (2) 1 - 2 years
- (3) 2 - 3 year
- (4) 3 - 4 years
- (5) 4 - 5 years
- (6) 5 years or more

6. How long have you been at I.S.U.?

- (1) Less than 1 year
- (2) 1 - 2 years
- (3) 2 - 3 years
- (4) 3 - 4 years
- (5) 4 - 5 years
- (6) 5 years or more

7. Is English an official language spoken in your country?

- (1) Yes
- (2) No

8. What other languages are spoken in your country of origin?

Circle only ONE.

- (1) French
- (2) Spanish
- (3) Arabic
- (4) French/English (for example Cameroon)
- (5) African language(s) (do not specify)

9. Did you take TOEFL? (Test of English as a Foreign Language)

- (1) Yes
- (2) No (skip to 11)

10. If Yes:

My last TOEFL score was	1. Below 400	4. 501-550
	2. 400-450	5. 551-600
	3. 451-500	6. over 600.

11. Who is responsible for paying your fees and your stay here?

Circle only ONE.

- (1) home government sponsored
- (2) self-sponsored (or family sponsored)
- (3) grant/fellowship/scholarship
- (4) university assistantship
- (5) other (please specify: _____)

12. Did you study English in an intensive language program in your country before beginning your study at ISU?

(1) Yes

(2) No

13. Did you study English in an intensive language program in another country (other than the U.S. or your own country) before beginning your study at ISU?

(1) Yes

Where _____

(2) No

14. Did you study English in an intensive language program at I.S.U. or at another institution in the U.S.?

(1) Yes

Where _____

(2) No

15. Have you attended a college or university outside your country of birth before coming to the United States?

(1) Yes

(2) No

16. Did you obtain a bachelors degree at a university or college in the United States?

(1) Yes

(2) No

17. What degree are you now pursuing?

(1) Bachelors (BA, BS)

(2) Masters (MA, MS, MEd)

(3) Ph.D.

(4) Other (please specify: _____)

18. On the following list, identify your area of study. Circle only one.

- | | |
|--|--|
| 01. Accounting (Business Administration) | 02. Aerospace Engineering |
| 03. Agricultural Education | 04. Agricultural Engineering |
| 05. Agronomy | 06. Animal Ecology |
| 07. Animal Science | 08. Anthropology |
| 09. Architecture | 10. Art and Design |
| 11. Biochemistry and Biophysics | 12. Biomedical Engineering |
| 13. Botany | 14. Business Administration |
| 15. Chemical Engineering | 16. Chemistry |
| 17. Child Development | 18. Civil and Construction Engineering |
| 19. Civil and Computer Engineering | 21. Community and Regional Planning |
| 20. Computer Science | 24. Economics |
| 22. Dairy Science | 26. Elementary Education |
| 23. Earth Sciences | 28. English |
| 25. Electrical Engineering | 30. Family and Consumer Science Education |
| 27. Engineering Science and Mechanics | 33. Finance (Business Administration) |
| 29. Entomology | 36. Foreign Languages and Literatures |
| 31. Family Consumer Science Studies | 39. History |
| 32. Family Environment | 41. Hotel, Restaurant and Institution Management |
| 34. Food and Nutrition | 45. Journalism and Mass Communication |
| 35. Food Technology | 48. Mathematics |
| 37. Forestry | 50. Management (Business Administration) |
| 38. Genetics | |
| 40. Horticulture | |
| 42. Industrial Education and Technology | |
| 43. Industrial Engineering | |
| 44. International Programs | |
| 46. Landscape Architecture | |
| 47. Materials Science and Engineering | |
| 49. Mechanical Engineering | |
| 51. Microbiology | |
| 52. Nuclear Engineering | |
| 53. Philosophy | |
| 54. Physical Education and Leisure Studies | |
| 55. Physics | |
| 56. Political Science | |
| 57. Plant Pathology, Seed and Weed Sciences | |
| 58. Professional Studies | |
| 59. Psychology | |
| 60. Poultry Science | |
| 61. Sciences and Humanities Administration | |
| 62. Secondary Education | |
| 63. Sociology and Anthropology | |
| 64. Speech Communication | |
| 65. Statistics | |
| 66. Textiles and Clothing | |
| 67. Transportation & Logistics (Business Administration) | |
| 68. Veterinary | |
| 69. Zoology | |
| 70. Other or double majoring (specify _____) | |

Section II

Since you began your studies at ISU have you had problems in the following areas?

None	Very Little	Little	Neutral	Much	Very Much	
N	1	2	3	4	5	
Please circle your response						
19. Satisfying an English language requirement	N	1	2	3	4	5
20. Getting help on a specific assignment	N	1	2	3	4	5
21. Developing skills in taking class notes	N	1	2	3	4	5
22. Building a strong vocabulary	N	1	2	3	4	5
23. Improving reading speed	N	1	2	3	4	5
24. Improving spelling	N	1	2	3	4	5
25. Preparing for an upcoming examination	N	1	2	3	4	5
26. Improving reading comprehension	N	1	2	3	4	5
27. Improving listening skills	N	1	2	3	4	5
28. Improving textbook/journal reading	N	1	2	3	4	5
29. Getting better grade in the course	N	1	2	3	4	5
30. Keeping from failing	N	1	2	3	4	5
31. Satisfying an instructor or advisor	N	1	2	3	4	5
32. Obtaining a broader education	N	1	2	3	4	5
33. Improving command of English	N	1	2	3	4	5
34. Understanding spoken English	N	1	2	3	4	5
35. Supplementing class presentations	N	1	2	3	4	5
36. Writing better papers/thesis	N	1	2	3	4	5
37. Learning for the sake of learning	N	1	2	3	4	5

Section III

Did you ever consider participating in academic support programs? How much were you motivated?

Not Applicable	Very Unmotivated	Unmotivated	Neutral	Motivated	Very Motivated	
N	1	2	3	4	5	
Please circle your response						
38. To satisfy an English language requirement	N	1	2	3	4	5
39. To get help on a specific assignment	N	1	2	3	4	5
40. To develop skills in taking class notes	N	1	2	3	4	5
41. To build a strong vocabulary	N	1	2	3	4	5
42. To improve reading speed	N	1	2	3	4	5
43. To improve spelling	N	1	2	3	4	5
44. To prepare for an upcoming examination	N	1	2	3	4	5
45. To improve reading comprehension	N	1	2	3	4	5
46. To improve listening skills	N	1	2	3	4	5
47. To improve textbook/journal reading	N	1	2	3	4	5
48. To get a better grade in the course	N	1	2	3	4	5
49. To keep from failing	N	1	2	3	4	5
50. To satisfy an instructor or advisor	N	1	2	3	4	5
51. To obtain a broader education	N	1	2	3	4	5
52. To improve command of English	N	1	2	3	4	5
53. To understand spoken English	N	1	2	3	4	5
54. To supplement class presentations	N	1	2	3	4	5
55. To write better papers/thesis	N	1	2	3	4	5
56. To learn for the sake of learning	N	1	2	3	4	5

Section IV

57. I am aware of at least one of the academic support programs at ISU listed below items 58 to 66. Circle your response:

1. Yes

2. No

On the right hand column check Yes for each program you attended. Check No for each program you did not attend.

Academic Support Programs:	Yes	No
58. Academic Learning Laboratory (efficient textbook reading, reading speed, reading comprehension, listening skills, notetaking, building vocabulary, spelling, and test preparation)	_____	_____
59. Intensive English language program	_____	_____
60. Study skills	_____	_____
61. Tutoring service	_____	_____
62. Time management	_____	_____
63. Special credit or non-credit class i.e. to improve academic skills (eg. Math 50; English 100A, 100B, 100C and 100D)	_____	_____
64. Use of the library	_____	_____
65. English conversation program	_____	_____
66. Special seminar (e.g. thesis workshop)	_____	_____

Below are the different means by which you may have become aware of the academic support programs. Indicate with a tick mark on the right hand column all possible means you became aware of the academic support programs that apply to you.

Means of Becoming Aware:

67. By letter from the university	_____
68. Through posters, brochures or other literature including newspaper ads, tv, radio	_____
69. Through a friend or by word-of-mouth	_____
70. From a foreign student adviser	_____
71. From an academic adviser or major professor	_____
72. From another faculty member	_____
73. From a staff member (non faculty)	_____

Section V

Why have you not participated or not participated more in academic support programs (ASP) available at I.S.U.? Please read each item and circle the response that best describes you.

Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N	1	2	3	4	5
Please circle your response					
74. I was totally unaware	N	1	2	3	4 5
75. I never thought about it/them	N	1	2	3	4 5
76. I had schedule conflicts	N	1	2	3	4 5
77. Tutoring was very expensive	N	1	2	3	4 5
78. I did not have enough time to attend	N	1	2	3	4 5
79. I took too many courses	N	1	2	3	4 5
80. I felt a high degree of academic pressure	N	1	2	3	4 5
81. I knew where to go when I had problems	N	1	2	3	4 5
82. I sought advice from another student	N	1	2	3	4 5
83. I didn't think the programs would meet my needs	N	1	2	3	4 5
84. Facilities were inconveniently located	N	1	2	3	4 5
85. Programs are only for those who have failed	N	1	2	3	4 5
86. I took care of one problem and did not have further problems	N	1	2	3	4 5
87. My G.P.A. was satisfactory	N	1	2	3	4 5
88. I was treated unfairly	N	1	2	3	4 5
89. My social activities took too much of my time	N	1	2	3	4 5
90. My sponsors would not provide financial assistance or reimbursement	N	1	2	3	4 5
91. Too many tests were given in my courses	N	1	2	3	4 5
92. The available academic support programs did not seem to be useful or practical	N	1	2	3	4 5

Section VI

This section addresses barriers that might have attributed to some of the reasons why you did not participate in academic support programs.

Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N	1	2	3	4	5
Please circle your response					
93. Because I was not confident of my learning ability	N	1	2	3	4 5
94. Because I felt I couldn't compete with younger students	N	1	2	3	4 5
95. Because my friends discouraged me from participating in academic support programs	N	1	2	3	4 5
96. Because my family did not encourage my participation	N	1	2	3	4 5
97. Because the available academic support programs did not seem useful or practical	N	1	2	3	4 5
98. Because the programs available did not seem interesting	N	1	2	3	4 5
99. Because the programs available tend to be of poor quality	N	1	2	3	4 5
100. Because the methods of instruction used are unsatisfactory to me	N	1	2	3	4 5
101. Because I wanted to learn something specific, but the program was too general	N	1	2	3	4 5
102. Because the program sponsor had a poor reputation	N	1	2	3	4 5
103. Because participation would take away time from my family	N	1	2	3	4 5
104. Because facilities were inconveniently located on campus.	N	1	2	3	4 5

Section VII

This section addresses your satisfaction with academic support program(s).

Not Applicable	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
N	1	2	3	4	5
Please circle your response					
105. To what degree do you feel positive about recommending to your friends the academic support program(s) that you have used?	N	1	2	3	4 5
106. To what degree do you feel satisfied with the publicity of student academic support Programs at I.S.U.?	N	1	2	3	4 5
107. To what degree do you feel that academic support programs are conveniently located on campus?	N	1	2	3	4 5
108. To what degree do you feel you know where to go when you have problems?	N	1	2	3	4 5
109. To what degree do you feel academic programs are offered at a convenient time for you?	N	1	2	3	4 5
110. To what degree do you feel that it is easy to arrange to talk with an academic support program staff on campus?	N	1	2	3	4 5
111. To what degree do you feel that academic support programs on campus are helpful, friendly and provide knowledge?	N	1	2	3	4 5
112. To what degree do you feel that academic support program staff members on campus provide significant services?	N	1	2	3	4 5
113. To what degree do you feel that academic support programs play an important role in education?	N	1	2	3	4 5
114. To what degree would you give a high rating to the overall quality of support programs on campus?	N	1	2	3	4 5

Section VIII

Use only one sheet for each program you have attended.
Extra sheets will be provided if you attended more than one.

Name of Program attended: _____

115. In what way did the program provide the most help or knowledge?

116. What were the strengths of the academic support program you attended?

(1) _____

(2) _____

117. What were the weaknesses of the academic support program you attended?

(1) _____

(2) _____

118. In what ways should the program have offered more help or knowledge?

(1) _____

(2) _____

119. Please list other different kinds of academic support programs that I.S.U. should have in order to meet the needs of African Students (if any).

(1) _____

(2) _____

Thank you for taking the time to complete this questionnaire.

APPENDIX D. HUMAN SUBJECTS APPROVAL FORM

APPENDIX E. RELIABILITY COEFFICIENTS

Table E1. Reliability coefficients on items representing problems experienced by African students

Item	Corrected Item - Total Correlation	Alpha
Satisfying an English language requirement	.52	.94
Getting help on a specific assignment	.44	.94
Developing skills in taking class notes	.70	.94
Building a strong vocabulary	.58	.94
Improving reading speed	.74	.94
Improving spelling	.58	.94
Preparing for an upcoming examination	.69	.94
Improving reading comprehension	.66	.94
Improving listening skills	.20	.94
Improving textbook/journal reading	.47	.94
Getting better grade in the course	.56	.94
Keeping from failing	.72	.94
Satisfying an instructor or advisor	.71	.94
Obtaining a broader education	.52	.94
Improving command of English	.44	.94
Understanding spoken English	.15	.94
Supplementing class presentations	.44	.94
Writing better papers/thesis	.27	.94
Learning for the sake of learning	.42	.94

Table E2. Reliability coefficients on items representing motivation expressed by African students to participate in academic support programs

Item	Corrected Item - Total Correlation	Alpha
To satisfy an English language requirement	.42	.94
To get help on a specific assignment	.71	.94
To develop skills in taking class notes	.51	.94
To build a strong vocabulary	.55	.94
To improve reading speed	.55	.94
To improve spelling	.57	.94
To prepare for an upcoming examination	.66	.94
To improve reading comprehension	.54	.94
To improve listening skills	.56	.94
To improve textbook/journal reading	.33	.94
To get a better grade in the course	.63	.94
To keep from failing	.66	.94
To satisfy an instructor or advisor	.74	.94
To obtain a broader education	.75	.94
To improve command of English	.74	.94
To understand spoken English	.74	.94
To supplement class presentations	.76	.94
To write better papers/thesis	.78	.94
To learn for the sake of learning	.51	.94

Table E3. Reliability coefficients on items representing academic support programs

Item	Corrected Item - Total Correlation	Alpha
Academic Learning Laboratory (efficient textbook reading, reading speed, reading comprehension, listening skills, notetaking, building vocabulary, spelling, and test preparation)	-.72	.94
Intensive English language program	-.62	.94
Study skills	-.27	.94
Tutoring service	-.71	.94
Time management	-.32	.94
Special credit or non-credit class i.e. to improve academic skills (eg. Math 50; English 100A, 100B, 100C and 100D)	-.35	.94
Use of the library	-.75	.94
English conversation program	-.32	.94
Special seminar (e.g. thesis workshop)	-.18	.94

Table E4. Reliability coefficients on items representing the means of becoming aware of academic support programs

Item	Corrected Item - Total Correlation	Alpha
By letter from the university	.29	.94
Through posters, brochures or other literature including newspaper ads, tv, radio	.22	.94
through a friend or by word-of-mouth	.48	.94
From a foreign student adviser	.45	.94
From an academic adviser or major professor	.58	.94
From another faculty member	.35	.94
From a staff member (non faculty)	.35	.94

Table E5. Reliability coefficients on items representing the level of participation in academic support programs

Item	Corrected Item - Total Correlation	Alpha
I was totally unaware	.44	.94
I never thought about it/them	.57	.94
I had schedule conflicts	.59	.94
Tutoring was very expensive	.49	.94
I did not have enough time to attend	.78	.94
I took too many courses	.37	.94
I felt a high degree of academic pressure	.58	.94
I knew where to go when I had problems	.28	.94
I sought advice from another student	.17	.94
I didn't think the programs would meet my needs	.74	.94
Facilities were inconveniently located	.68	.94
Programs are only for those who have failed	.57	.94
I took care of one problem and did not have further problems	.67	.94
My G.P.A. was satisfactory	.65	.94
I was treated unfairly	.67	.94
My social activities took too much of my time	.69	.94
My sponsors would not provide financial assistance or reimbursement	.55	.94
Too many tests were given in my courses	.61	.94
The available academic support programs did not seem to be useful or practical	.58	.94

Table E6. Reliability coefficients on items representing barriers that might have attributed to reasons not to participate in academic support programs

Item	Corrected Item - Total Correlation	Alpha
Because I was not confident of my learning ability	.63	.94
Because I felt I couldn't compete with younger students	.60	.94
Because my friends discouraged me from participating in academic support programs	.54	.94
Because my family did not encourage my participation	.59	.94
Because the available academic support programs did not seem useful or practical	.54	.94
Because the programs available did not seem interesting	.57	.94
Because the programs available tend to be of poor quality	.63	.94
Because the methods of instruction used are unsatisfactory to me	.52	.94
Because I wanted to learn something specific, but the program was too general	.51	.94
Because the program sponsor had a poor reputation	.70	.94
Because participation would take away time from my family	.59	.94
Because facilities were inconveniently located on campus	.54	.94

Table E7. Reliability coefficients on items representing satisfaction with academic support programs

Item	Corrected Item - Total Correlation	Alpha
To what degree do you feel positive about recommending to your friends the academic support program(s) that you have used?	.71	.94
To what degree do you feel satisfied with the publicity of student academic support programs at I.S.U.?	.54	.94
To what degree do you feel that academic support programs are conveniently located on campus?	.73	.94
To what degree do you feel you know where to go when you have problems?	.51	.94
To what degree do you feel academic programs are offered at a convenient time for you?	.63	.94
To what degree do you feel that it is easy to arrange to talk with an academic support program staff on campus?	.67	.94
To what degree do you feel that academic support programs on campus are helpful, friendly and provide knowledge?	.65	.94
To what degree do you feel that academic support program staff members on campus provide significant services?	.73	.94
To what degree do you feel that academic support programs play an important role in education?	.49	.94
To what degree would you give a high rating to the overall quality of support programs on campus?	.65	.94

APPENDIX F. BACKGROUND INFORMATION

Background information

Items	Frequency	Percent
Country:		
1. Burundi	1	1.3
2. Cameroon	1	1.3
3. Chad	1	1.3
4. Egypt	1	1.3
5. Ghana	10	13.3
6. Kenya	10	13.3
7. Lesotho	2	2.7
8. Liberia	3	4.0
9. Niger	1	1.3
10. Nigeria	11	14.7
11. Rwanda	1	1.3
12. Sierra Leone	2	2.7
13. South Africa	6	8.0
14. Sudan	5	6.7
15. Swaziland	3	4.0
16. Tunisia	2	2.7
17. Uganda	3	4.0
18. Burkina Faso	1	1.3
19. Zambia	9	12.0
20. Zimbabwe	2	2.7
Gender:		
1. Male	52	69.3
2. Female	23	30.7
Age:		
1. 21-25	13	17.3
2. 26-30	24	32.0
3. 31-35	26	34.7
4. 36 and over	11	14.7
Marital Status:		
1. Single	38	50.7
2. Married	33	44.0
3. Divorced	4	5.3
Length of stay in the U.S.:		
1. Less than 1 year	15	20.0
2. 1-2 years	15	20.0
3. 2-3 years	6	8.0
4. 3-4 years	10	13.4
5. 4-5 years	10	13.3
6. 5 or more years	19	25.3
Length of time at I.S.U.:		
1. Less than 1 year	18	22.7
2. 1-2 years	19	26.7
3. 3-4 years	9	12.0
4. 5-6 years	8	10.7
5. 7 years or more	12	16.0

Background Information (Continued)

Items	Frequency	Percent
English used as an official language in home country:		
1. yes	60	80.0
2. no	15	20.0
Other languages spoken in home country:		
1. French	4	5.3
2. Arabic/Spanish	6	8.0
3. Combination	4	5.3
4. African	61	81.3
Taken Test of English as a Foreign language:		
1. Yes	69	92.0
2. No	6	8.0
TOEFL score:		
1. 400-450	16	21.3
2. 451-500	24	32.0
3. 501-550	20	26.7
4. 551-600	12	16.0
5. over 600	3	4.0
Responsible for paying fees:		
1. Home government	16	21.3
2. Self-sponsored	24	32.0
3. Scholarship	20	26.7
4. University assistantship	12	16.0
5. Other	3	4.0
Studied English in an intensive English program in home country:		
1. yes	10	13.3
2. no	65	86.7
Studied English in an intensive English program in another country (other than the U.S. or own country):		
1. yes	1	1.3
2. no	74	98.8
Studied English in an intensive English program at I.S.U. and U.S.:		
1. yes	12	14.9
2. no	63	85.1
Attended college or university in own home country:		
1. yes	16	21.3
2. no	59	78.7
Obtained a bachelors degree in the U.S.:		
1. yes	24	32.0
2. no	51	68.0

Background Information (Continued)

Items	Frequency	Percent
Degree now pursuing:		
1. BA BS	17	22.7
2. MA MS	27	36.0
3. PH.D	30	40.0
4. Other	1	1.3
Major college:		
1. Agriculture	27	36.0
2. Business and Admin.	5	6.7
3. Design	2	2.7
4. Education	6	8.0
5. Engineering	7	9.3
6. Family and Consumer Sc.	9	12.0
7. Science and Humanities	18	24.0
8. Other	1	1.3

**APPENDIX G. CROSS-TABULATION OF GENDER AND PARTICIPATION
AND OF GENDER AND BARRIERS**

Table G1. Cross-tabulation of gender and participation

Items	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Row Total
Male	2	2		4		2	1	3	1	4	2	4	6	3	3	3	1	41
Female	4	4	2	2	1		1			1	3				1	1		20

Table G2. Cross-tabulation of gender and barriers

	1	2	3	4	5	6	7	8	9	10	11	12	Row Total
Male		1	3	4	4		2	4		5	9	8	40
Female	1	2			1		3	1	1	2			11